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ABSTRACT

The grade-level instruments that comprise this social studies component of the model competency-based education (CBE) assessment package for Ohio have been constructed to assist teachers in assessing student attainment of competencies with the best assessments possible. The package notes that the individual district may use these instruments as they have been developed or may decide to use some of the assessments contained in the instruments and not others. The district may wish to modify the assessments or choose to develop its own assessments. The package suggests, however, that as a strong CBE program provides the background for strong performance on subsequent proficiency tests, so do CBE assessments. The instruments in the package are of three different types: the Type 1 instruments contain traditional assessment items, with both limited-response and open-ended response items; the Type 2 instruments contain non-traditional assessment items; the Type 3 instruments reflect current ideas about performance assessments that relate to real-life situations. The instruments in the package are designed to assess the CBE performance objectives at particular grade levels (grade 1 through grade 8)--they are not intended as off-grade proficiency tests. Pointed out in the package is that evaluation decisions (grading, promotion, or other similar decisions) should reflect the more comprehensive documentation that occurs throughout the school year. (BT)

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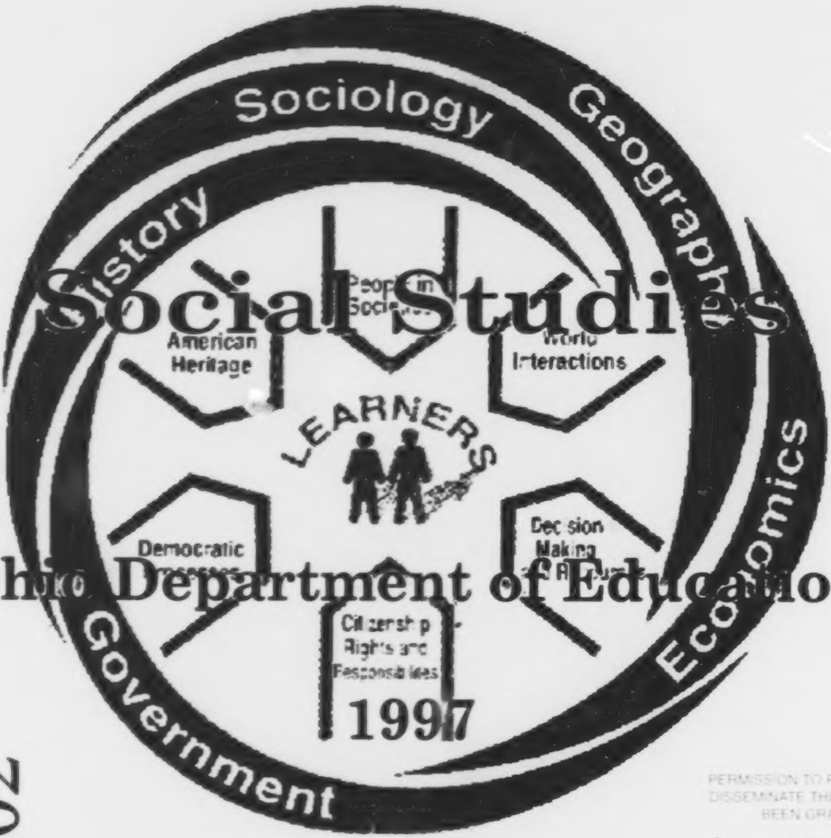
ED 426 037

Competency–Based Education Assessment Series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Democratic Processes
Decision Making and Resources
Citizenship Rights and Responsibilities

Social Studies

Ohio Department of Education

1997

Developed by:

Kent J. Minor
William J. Muthig

SO 029 402

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Note Of Appreciation

The assessments in the following instruments were developed by Kent J. Minor and William J. Muthig, Social Studies Consultants, Ohio Department of Education. Much of their work was based on the contributions of numerous educators throughout Ohio. These educators were contacted by the Ohio Council for the Social Studies Supervisors' Network. This assistance was greatly appreciated and extremely helpful. The contributors were as follows:

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Debra Babin	Brunswick City Schools
Judy Darus	Diocese of Cleveland
John Fisher	Columbus City Schools
Linda Graham	Cleveland City Schools
Kim Hess	Toledo City Schools
Lani Honesty	Indian Hill Exempted Village Schools
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Deborah J. Smith	Milford Exempted Village Schools
Sharon Ward	Goshen Local Schools
Cindi White	Brunswick City Schools

Overview of the Social Studies Competency Assessment Instruments

The grade-level instruments that comprise the Social Studies component of the model competency-based education (CBE) assessment package have been constructed to assist teachers in assessing student attainment of competencies with the best assessments possible. This overview is intended to provide general information that will help the users of these instruments.

Voluntary Use

These instruments have been created as a service to school districts to assist in meeting the CBE requirement of determining whether students are making satisfactory progress in the district's CBE program (and in reporting the results on the EMIS system). The district may use these instruments as they have been developed. The district may decide to use some of the assessments contained in the instruments and not others. The district may wish to modify the assessments. Or the district may choose to develop its own assessments.

Three Types of Assessment

Districts have varying opinions as to appropriate forms of assessment to employ in determining student progress in the local CBE program. New information about assessment is constantly being learned. Consequently, three different types of instruments have been constructed. The Type 1 instruments contain traditional assessment items, with both limited-response and open-ended response items.. The Type 2 instruments contain non-traditional assessment items. The Type 3 instruments reflect current ideas about performance assessments that relate to real-life situations. Both Types 2 and 3 contain assessments that involve a longer period of time and can be better integrated with classroom instruction. Districts might choose to use one or more of these types, possibly in combination with their own assessments, to evaluate student performance and their CBE programs.

Objective-Based Rather Than Norm-Referenced Construction

The items and tasks in these instruments are designed to provide a good measure of student performance relative to identified objectives. At this time, they do not purport to satisfy other criteria that have traditionally been associated with norm-referenced construction - such as reliability, validity, discriminant value, and so forth. Rather, these items and tasks have been developed to be appropriate for assessing the performance objectives in *Social Studies: Ohio's Model Competency-Based Program.*

Attainment of Objectives More Important Than Aggregate Scores

Student results on these instruments should be analyzed from the perspective of their performance on individual performance objectives rather than an aggregate score for the entire instrument. Intervention decisions should be based on students' performance on individual objectives.

Relationship to Proficiency Tests

These instruments are designed to assess the CBE performance objectives at particular grade levels. They are not intended as off-grade proficiency tests. Proficiency tests assess cumulative performance for several grades and are comprised of objectives from those grades. The CBE instruments involve objectives from a particular grade. As a consequence, particular instruments may be considered by some to be more difficult than the proficiency tests, because of the CBE instruments' more intense and indepth focus.

However, as a strong CBE program provides the background for strong performance on subsequent proficiency tests, so do CBE assessments. These are high quality instruments which assess the breadth and richness of the total program for individual grade levels. Student attainment of performance objectives will help prepare them for the proficiency tests.

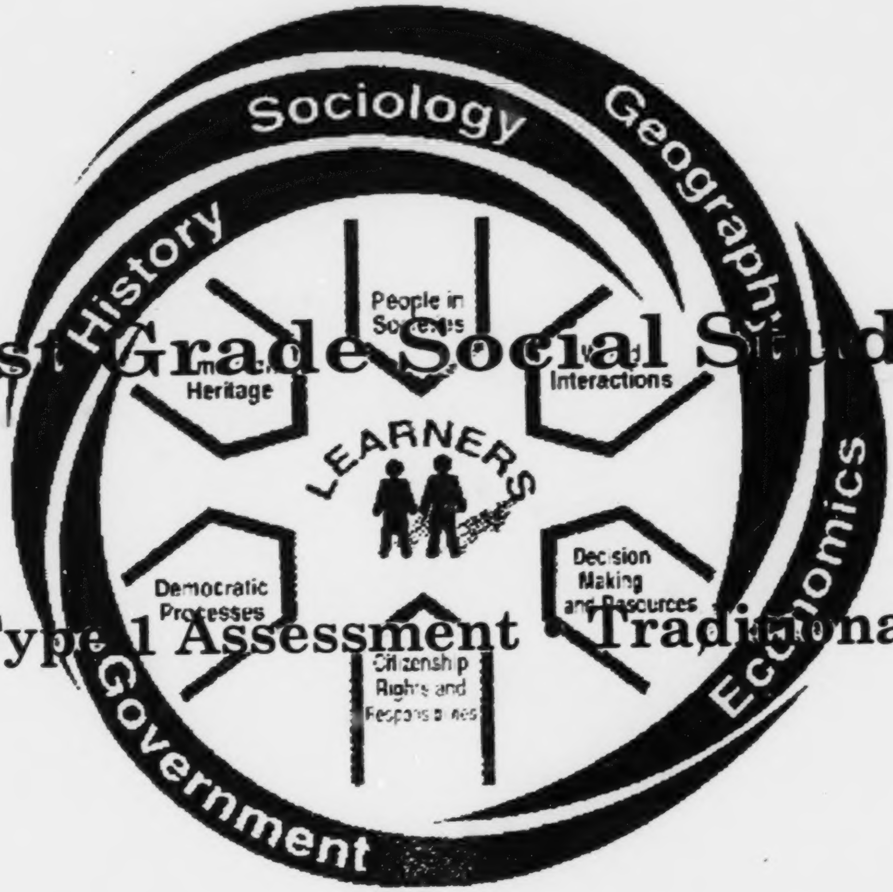
Relationship to Local Curriculum

The flexibility discussed in the "Voluntary Use" section is critical as school district educators determine the match between the provided competency instruments and the local curriculum. *Social Studies: Ohio's Model Competency-Based Program* provides local curriculum committees considerable latitude in determining specific content to address the broad purposes contained in the model program. Some districts may find that specific content in some assessment items in these instruments does not match well with the content in their programs. Districts should not revise their programs to match these instruments, but should use the assessments contained in the instruments as samples and revise the assessments to match their curriculum.

Not Intended to Exclusively Evaluate Individual Students

Evaluation decisions (e.g. grading, promotion, or other similar decisions) should reflect the more comprehensive documentation that occurs throughout the school year. These decisions are best left to the classroom teacher and are subject to district policies. Whereas the results from these CBE instruments might be used, in part, to inform such decisions, they are not intended for that exclusive purpose or use.

Competency–Based Education Assessment Series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LEARNERS

First Grade Social Studies

Type 1 Assessment • Traditional

Ohio Department of Education
1997

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About This Instrument

This model competency-based assessment in social studies is intended to assess the essential knowledge and skills students need to be successful at the next level of instruction. The assessments are based on the performance objectives found in *Social Studies: Ohio's Model Competency-Based Program*.

This instrument contains items typically found in traditional tests. There is a mixture of item types in order to best assess the performance objectives.

This instrument contains assessment items designed to be copied as is and to be used with students. The assessment items need to be administered in a standardized manner, that is, each student should be assessed during the same time frame and under the same circumstances. The assessment items should be scored in the same manner.

The items may be read to students. Student reading levels should not be an impediment to identifying their knowledge and skills in social studies. Likewise, in open-ended items, the intent is not to assess students' abilities in grammar, spelling, sentence structure, and other elements of language usage. Conventions of writing should not affect the scoring of these items unless there is interference with the clear communication of ideas.

It is important to note that there may be specific content referred to in particular items that is not part of a school district's social studies program. These items may be modified to more appropriately reflect the content of a particular program.

Scoring information for each assessment item is provided as part of this instrument. Analysis of the item results for an individual student will assist in the determination of that student's attainment of each performance objective. Analysis of the item results for a grade level of students will assist in the determination of a program's effectiveness in helping students attain the objectives. Determination of an attainment standard for the overall assessment will be necessary for reporting data to the State Board of Education on the number and percentage of students shown by the assessment instrument not to have made satisfactory progress toward achieving the objectives during the preceding school year.

First Grade Social Studies Competency Assessment
Type 1 • Traditional

Name________________________________

Students: Choose one best answer for the question with choices. Write on the lines for the questions that ask you to.

1. Your teacher has just read a story to you. Write in the space given you the answer to each of the questions.

A. What happened in the beginning of the story?

____

____

____

B. What happened in the middle of the story?

____

____

____

C. What happened in the end of the story?

____

____

____

2. If your neighborhood park was replaced with a parking lot, how would this affect your community?

○ A. People without cars will be helped.

○ B. It will be cheaper to buy clothes.

○ C. People will have to play somewhere else.

3. If your community plans to build ten new houses near your school, how is it likely to affect your school?

   ○ A. More children will be coming to school.

   ○ B. Your school will be closed down.

   ○ C. School lunches will taste better.

4. If there are more people in your community than there were twenty years ago, how would this likely affect your community now?

   ○ A. There would be more room for children to play.

   ○ B. There would be more cars on the streets.

   ○ C. There would be fewer stores in the community.

5. Your teacher has told you about a change in your community. Write on the lines below how you think the people in your community will be affected by this change.

____

____

____

____

____

____

6. On the map in your classroom, your teacher is pointing to blue areas near Australia, India, and the United States. What do these areas have in common?

   ○ A. They are countries.

   ○ B. They are mountains.

   ○ C. They are oceans.

7. On the map in your classroom, your teachers is pointing to dots on the map representing Cairo, New York, and Tokyo. What do these areas have in common?

   ○ A. They are cities.

   ○ B. They are islands.

   ○ C. They are rivers.

8. On the map in your classroom, your teacher is pointing to dark brown areas in Africa, Asia, and North America. What do these areas have in common?

   ○ A. They are cities.

   ○ B. They are mountains.

   ○ C. They are rivers.

9. On the map in your classroom, your teacher is pointing to long squiggly lines representing the Amazon, the Mississippi, and the Nile. What do these areas have in common?

   ○ A. They are countries.

   ○ B. They are islands.

   ○ C. They are rivers.

10. You want to draw a picture but have no crayons. What would be the best choice?

    ○ A. Throw the paper away.

    ○ B. Forget about drawing the picture.

    ○ C. Get a pencil or pen and draw the picture.

11. It is time for you to go to school in the morning but your favorite T-shirt is too dirty to wear. What is your best choice?

○ A. Wear a different shirt to school.

○ B. Wear your favorite shirt even though it is very dirty.

○ C. Wait for your shirt to get washed even if you are late for school.

12. You have been looking forward to playing in your baseball game but it is raining too hard to play. What is your best choice?

○ A. Sit on the bench at the baseball field and get soaking wet.

○ B. Go home and pout about not being able to play.

○ C. Find some indoor activity that would be fun to do.

13. You have been cutting out pictures to put on cardboard when your teacher tells the class that there is no more glue. What can you do to get the pictures to stay on the cardboard? Write your answer on the lines below.

____

____

____

____

14. Your teacher has a rule about students not talking when someone else is talking. Why is this rule needed?

○ A. It is easy to hear someone when everyone talks at once.

○ B. It is hard to hear someone when everyone talks at once.

○ C. It is polite to talk when everyone is talking.

15. You should cross the street only at the corner or at a crosswalk. Why is this rule needed?

○ A. People walking in the middle of the block might wear out the pavement.

○ B. People driving cars can easily see children crossing streets in the middle of the block.

○ C. People can cross the street more safely at the corner than in the middle of the block.

16. When you get a school lunch, students must line up to get their food. Why is this rule needed? Write your answer on the lines below.

17. When you play a game, such as baseball or four-square, there are rules you must follow. Write on the line below the name of one of your favorite games.

Write on the lines below one of the rules in this game.

Write on the lines below why this rule is important in playing this game.

18. Bob found a wallet on his way home from school. There was money in the wallet. There was also someone's name and address. Bob did not keep the money. He gave the wallet to his parent so it would be returned to the owner. How can we best describe Bob's actions?

O A. Bob does not tell the truth.

O B. Bob is an honest person.

O C. Bob is not very trustworthy.

19. Which student is showing honest behavior?

O A. Mary gives the teacher a toy she found on the playground.

O B. Sally keeps the toy she found on the playground.

O C. Tim and John play with the toy they found on the playground.

20. Which student is showing good work habits in school?

O A. Jane keeps talking instead of getting her work done.

O B. Joey will start working only after the teacher has asked him three times to get started.

O C. Chris begins working right away without having to be told.

21. After getting work back from the teacher, what should a student do with it?

O A. Throw it on the floor.

O B. Throw it in the trash can.

O C. Take it home to show the parents.

SCORING GUIDE

PERFORMANCE OBJECTIVE 1

After listening to an historical narrative, the learner will identify what happened in the beginning, the middle, and the end.

1A-C. Assess the student's responses according to the following rubric:

3 pt. - The student accurately told something that happened in the beginning, the middle, and the end of the story.

2 pt. - The student accurately told something that happened in two of the following parts of the story: the beginning, the middle, and the end.

1 pt. - The student accurately told something that happened in one of the following parts of the story: the beginning, the middle, and the end.

0 pt. - The student did not tell anything that happened in the beginning, the middle, or the end of the story.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 2

Given a change in the community, the learner will indicate how members of the community are affected.

2. C is the answer.

3. A is the answer.

4. B is the answer.

5. Assess the student's response according to the following rubric:

2 pt. - The student wrote about a consequence of the change in the community that is logical and clearly stated.

1 pt. - The student wrote about a consequence of the change in the community but the response is not as logical or clearly stated as the 2 point response.

0 pt.- The student did not write about a consequence of the change in the community.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 3

Given a map, the learner will identify a common physical or human feature found in at least two places around the world.

6. C is the answer.

7. A is the answer.

8. B is the answer.

9. C is the answer.

PERFORMANCE OBJECTIVE 4

Given a want, the learner will identify choices people make to satisfy that want when a particular good or service is not available.

10. C is the answer.

11. A is the answer.

12. C is the answer.

13. Assess the student's response according to the following rubric:

2 pt. - The student wrote about a plausible way to get the pictures to stay on the posterboard.

1 pt. - The student wrote about a way top get the pictures to stay on the posterboard but it is not really plausible.

0 pt. - The student did not identify any way to get the pictures to stay on the posterboard.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 5

Given a rule in a particular setting, the learner will identify why that rule is needed.

14. B is the answer.

15. C is the answer.

16. Assess the student's response according to the following rubric:

    2 pt. - The student provided a clear and logical explanation as to why students line up in the lunch room.

    1 pt. - The student explained why students should line up in the lunch room, but the explanation is not as clear or logical as in the 2 point response.

    0 pt. - The student did not explain why students should line up in the lunch room.

    DNA - Did not attempt.

17. Assess the student's response according to the following rubric:

    4 pt. - The student identified a game, wrote one of the rules of the games, and clearly and logically explained why the rule is important in playing the game.

    3 pt. - The student identified a game, wrote one of the rules of the games, and reasonably explained why the rule is important in playing the game.

    2 pt. - The student identified a game, wrote one of the rules of the games, and gave an incomplete or inaccurate explanation as to why the rule is important in playing the game.

    1 pt. - The student identified a game and either wrote one of the rules of the games or incompletely explained why the rule is important in playing the game.

    0 pt. - The student did not identify a game, write a rule in that game, and give any kind of satisfactory explanation of why the rule is important in the game.

    DNA - Did not attempt.

PERFORMANCE OBJECTIVE 6

The learner will exhibit citizenship traits as evidenced in part by

A. being trustworthy,
B. demonstrating accountability for actions,
C. displaying self-direction,
D. showing pride in his/her accomplishments.

18. B is the answer.

19. A is the answer.

20. C is the answer.

21. C is the answer.

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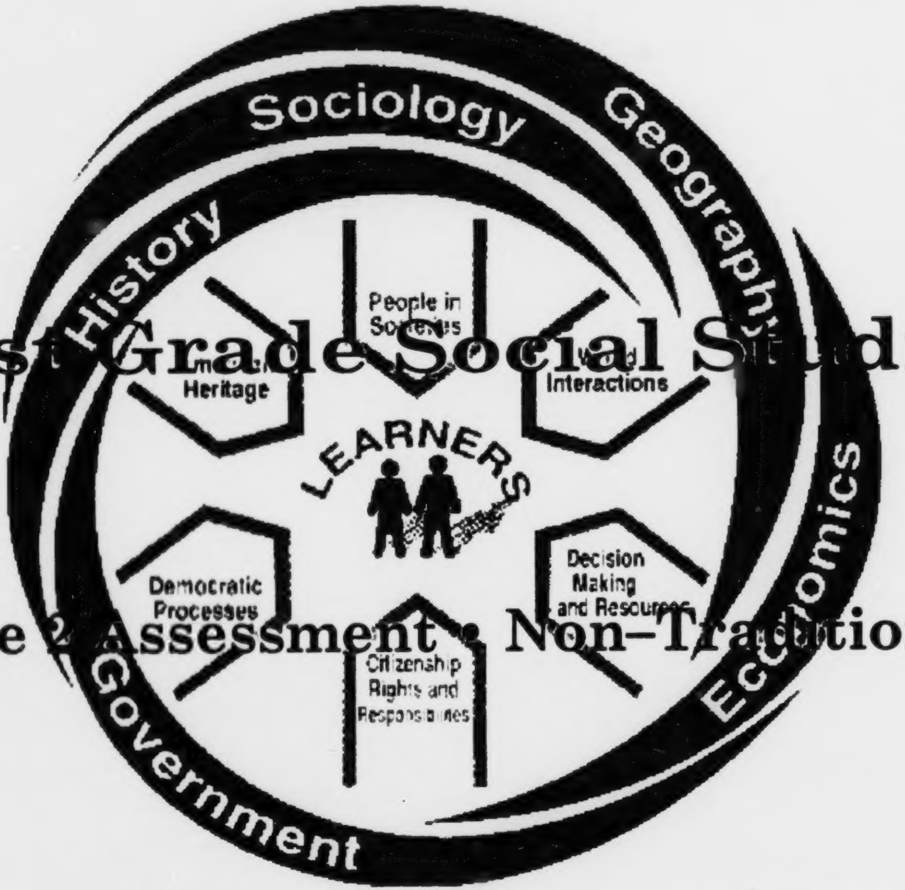
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LEARNERS
Democratic Processes
Decision Making and Resources
Citizenship Rights and Responsibilities

First Grade Social Studies

Type 2 Assessment • Non–Traditional

Ohio Department of Education
1997

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About This Instrument

This model competency-based assessment in social studies is intended to assess the essential knowledge and skills students need to be successful at the next level of instruction. The assessments are based on the performance objectives found in *Social Studies: Ohio's Model Competency-Based Program*.

This non-traditional instrument contains items not typically found in traditional tests. There is a mixture of item types to best assess the performance objectives. This type of assessment lends itself to a better integration between instruction and assessment than do more traditional types of assessment.

This instrument is addressed to teachers and provides direction in designing the assessments. There may be parts of the instrument that can be photocopied for use with students. This instrument contains assessments that are best given over a period of time. The assessments need to be administered in a standardized manner, that is, each student should be assessed during the same time frame and under the same circumstances. The assessments should be scored in the same manner.

The items may be read to students. Student reading levels should not be an impediment to identifying their knowledge and skills in social studies. Likewise, in open-ended items, the intent is not to assess students' abilities in grammar, spelling, sentence structure, and other elements of language usage. Conventions of writing should not affect the scoring of these items unless there is interference with the clear communication of ideas.

It is important to note that there may be specific content referred to in particular items that is not part of a school district's social studies program. These items may be modified to more appropriately reflect the content of a particular program.

Scoring information for each assessment item is provided as part of this instrument. Analysis of the item results for an individual student will assist in the determination of that student's attainment of each performance objective. Analysis of the item results for a grade level of students will assist in the determination of a program's effectiveness in helping students attain the objectives. Determination of an attainment standard for the overall assessment will be necessary for reporting data to the State Board of Education on the number and percentage of students shown by the assessment instrument not to have made satisfactory progress toward achieving the objectives during the preceding school year.

PERFORMANCE OBJECTIVE 1

After listening to an historical narrative, the learner will identify what happened in the beginning, the middle, and the end.

Teacher information

Read a narrative to your students. After completing the reading, have the students draw three pictures, each on separate sheet of paper. The first picture should show what happened in the beginning of the story. The second picture should show what happened in the middle of the story. The third picture should show what happened in the end of the story. When the students are done, have them show their pictures to the rest of the class in the proper sequence.

Scoring

Assess the student's response according to the following rubric:

2 pt. - The student drew three pictures that represent what happened in the beginning, middle, and end of the narrative and presented the pictures in the correct sequence.

1 pt. - The student drew three pictures that generally represented what happened in the beginning, middle, and ending of the narrative and had at least one picture in the correct sequence.

0 pt. - The student did not draw pictures that represented the beginning, middle, and ending of the narrative and did not have any pictures in the correct sequence.

DNA - Did not attempt.

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PERFORMANCE OBJECTIVE 2

Given a change in the community, the learner will indicate how members of the community are affected.

Teacher information

Inform the students that the water has been turned off in your school. Divided your class into groups to discuss this problem. Each group is to discuss what changes that will have to be made in the school day because there will be no water until tomorrow. Have each group present its ideas to the rest of the class.

Scoring

Assess the group presentations according to the following rubric:

2 pt. - The students presented logical changes that would have to be made because of the water being turned off.

1 pt. - The students presented changes that are somewhat plausible.

0 pt. - The students presented changes that have no relationship to the water being turned or presented no changes at all.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 3

Given a map, the learner will identify a common physical or human feature found in at least two places around the world.

Teacher information

Have the students bring in and/or the teacher supply pictures of people and places in different parts of the world. Put up a big world map on the wall. Have the students take common pictures representing different physical or human features and put them in the right place on the big world map.

Scoring

Assess the student's response according to the following rubric:

2 pt. - The student correctly identified pictures of two different places representing common physical or human features and placed them correctly on the world map.

1 pt. - The student either correctly identified pictures of two different places representing common physical or human features or placed them correctly on the world map.

0 pt. - The student did not correctly identified pictures of two different places representing common physical or human features or place them correctly on the world map.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 4

Given a want, the learner will identify choices people make to satisfy that want when a particular good or service is not available.

Teacher information

Say to your students:

"We are going to plant seeds so that we can see how the seeds grow into plants. I meant to bring small paper cups for us to plant them in, but I forgot them. Let's pretend that small paper cups don't even exist. What could we use instead?"

Have the students create or locate a container that could be used and tell (either orally or in writing) why they chose the container they did.

Scoring

Assess the student's response according to the following rubric:

2 pt. - The student created or located a container that could logically be used and gave a logical explanation of why that container was chosen.

1 pt. - The student created or located a container that would be reasonable to use and gave a somewhat logical explanation of why that container was chosen.

0 pt. - The student created or located a container that could not be used and did not provide any logical explanation for its use.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 5

Given a rule in a particular setting, the learner will identify why that rule is needed.

Teacher information

As students are playing a game, eliminate one essential rule for them. For example, in musical chairs, you might eliminate the rule that they must wait for the music to stop before sitting in a chair. Have the students continue to play the game without the essential rule.

After playing the game for awhile without the critical rule, have the students meet in groups of four or five to discuss their experience with the game after the essential rule was dropped. Have them consider the importance of the rule to the game. Then they should share their discussion and conclusion with the rest of the class.

Scoring

Assess the students' responses according to the following rubric:

Pass - The students talked about changes in the game playing without the essential rule and explained why the rule is important.

Not pass - The students did not talk about changes in the game playing without the essential rule and did not explain why the rule is important. Or an individual student was not an integral part of the group's discussion and explanation.

DNA - Did not attempt.

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PERFORMANCE OBJECTIVE 6

The learner will exhibit citizenship traits as evidenced in part by

- **A. being trustworthy,**
- **B. demonstrating accountability for actions,**
- **C. displaying self-direction,**
- **D. showing pride in his/her accomplishments.**

Teacher information

Read to the students a story, such as *Pinnochio*, *The Boy Who Cried Wolf*, *The Hole in the Dike*, or *Goldilocks and the Three Bears*. Have the students draw a picture illustrating a character in the story who exhibited or did not exhibit any of the citizenship traits of trustworthiness, accountability, self-direction, or pride in one's accomplishments. The students will identify the consequences of the character's actions when sharing their pictures with the class.

Scoring

Assess the student's response according to the following rubric:

3 pt. - The student drew a picture that accurately reflected the story character's presence or absence of one of the character traits of trustworthiness, accountability, self-direction, or pride in one's accomplishments. The student accurately described the consequences of the character's actions.

2 pt. - The student drew a picture that reasonably reflected the story character's presence or absence of one of the character traits of trustworthiness, accountability, self-direction, or pride in one's accomplishments. The student reasonably described the consequences of the character's actions.

1 pt. - The student drew a picture that vaguely reflected the story character's presence or absence of one of the character traits of trustworthiness, accountability, self-direction, or pride in one's accomplishments. The student vaguely described the consequences of the character's actions.

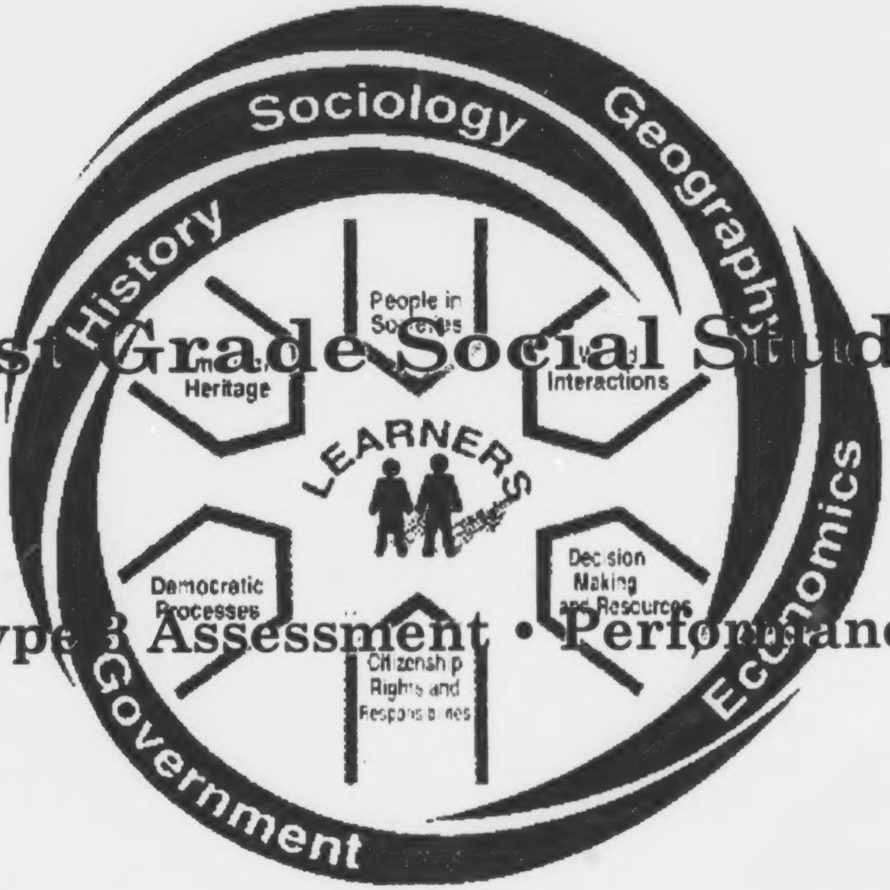
0 pt. - The student did not draw a picture that even vaguely reflected the story character's presence or absence of one of the character traits of trustworthiness, accountability, self-direction, or pride in one's accomplishments. The student did not even vaguely describe the consequences of the character's actions.

DNA - Did not attempt.

Competency–Based Education Assessment Series

First Grade Social Studies

Type 3 Assessment • Performance


Sociology
Geography
History
Economics
Government
People in Societies
Heritage
Interactions
LEARNERS
Democratic Processes
Decision Making and Resources
Citizenship Rights and Responsibilities

Ohio Department of Education
1997

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About This Instrument

This model competency-based assessment in social studies is intended to assess the essential knowledge and skills students need to be successful at the next level of instruction. The assessments are based on the performance objectives found in *Social Studies: Ohio's Model Competency-Based Program*.

This performance assessment instrument contains items not typically found in traditional tests. There is a mixture of item types to best assess the performance objectives. This type of assessment lends itself to a better integration between instruction and assessment than do more traditional types of assessment and it attempts to provide performance opportunities for students that relate to real-world situations.

This instrument is addressed to teachers and provides direction in designing the assessments. There may be parts of the instrument that can be photocopied for use with students. This instrument contains assessments that are best given over a period of time. The assessments need to be administered in a standardized manner, that is, each student should be assessed during the same time frame and under the same circumstances. The assessments should be scored in the same manner.

The items may be read to students. Student reading levels should not be an impediment to identifying their knowledge and skills in social studies. Likewise, in open-ended items, the intent is not to assess students' abilities in grammar, spelling, sentence structure, and other elements of language usage. Conventions of writing should not affect the scoring of these items unless there is interference with the clear communication of ideas.

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PERFORMANCE OBJECTIVE 1

After listening to an historical narrative, the learner will identify what happened in the beginning, the middle, and the end.

Teacher information

Have the class witness an event. If you are fortunate enough that a real event occurs at some point during the school year, then take advantage of it. Or you may wish to provide an event on videotape. Pretend that the students are being interviewed by a news reporter. They must retell what happened, indicating the beginning, middle, and end of the event.

Scoring

Assess the student's response according to the following rubric:

Pass - The student reasonably recounted parts of the event in the sequence they occurred by describing the beginning, middle, and end of the event.

Not pass - The student did not provide even a reasonable retelling of the event and has no idea of the beginning, middle, and end of the event.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 2

Given a change in the community, the learner will indicate how members of the community are affected.

Teacher information

Take your students to a location in your community which has undergone change or bring to your class a speaker from the community who can address changes made in the community. Have the students prepare a list of questions before going on the field trip or to ask the speaker that relate to a change and the impact of the change on members of the community.

After returning to class from the field trip or after having the guest speaker, divide the students into groups of four or five and have them discuss the answers to the questions they developed. Have them also discuss the effects of the changes on people in the community.

Scoring

Assess the group presentations according to the following rubric:

2 pt. - The students presented logical discussions of the changes discussed onsite or by the guest speaker. The students have a good grasp of the issues involved.

1 pt. - The students presented reasonable discussions of the changes discussed. The students have a general grasp on the issues involved.

0 pt. - The students presented little information that indicates that they have an understanding of the issues involved. Or the students did not actively participate in the generation of questions or the ensuing discussion.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 3

Given a map, the learner will identify a common physical or human feature found in at least two places around the world.

Teacher information

After studying physical and human features around the world, the students will create a three-dimensional world map using cardboard, blocks, clay shadow boxes, etc. to show similar physical or human characteristics. Have the students work in groups of three or four.

Scoring

Assess the students' responses according to the following rubric:

4 pt. - The students developed a reasonably accurate world map and included at least five features common to at least two places around the world.

3 pt. - The students developed a reasonably accurate world map and included at least four features common to at least two places around the world.

2 pt. - The students developed a reasonably accurate world map and included at least three features common to at least two places around the world.

1 pt. - The students developed a somewhat accurate world map and included at least two features common to at least two places around the world.

0 pt. - The students did not develop even a somewhat accurate world map and did not include at least two features common to at least two places around the world. Or an individual student did not actively participate in the creation of the map.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 4

Given a want, the learner will identify choices people make to satisfy that want when a particular good or service is not available.

Teacher information

Give the students an art project to complete. Do not allow them to use their favorite medium or tools. For example if most of their drawing during the year has involved using crayons, then they cannot use crayons for this project. Have other materials available, such as paint, chalk, art pencils, etc. If focusing on tools, all the scissors could be conveniently missing. The students would then have to rely on tearing or folding the paper. Perhaps the glue might be gone so they have to resort to other means of holding items together.

Observe the students as they wrestle with the decision of which materials to use. Afterward, have them discuss whether or not it was a difficult decision and have them explain why they selected the medium, tool, or method they did. Share with them your observations of their decision-making.

Scoring

Assess the student's response according to the following rubric:

Pass - The student made a choice in materials, tools, or methods to use, explained why it was an easy or difficult decision, and also explained the reason for the materials selected.

Not pass - The student had extreme difficulty in selecting materials, tools, or method to use and was unable to explain the difficulty.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 5

Given a rule in a particular setting, the learner will identify why that rule is needed.

Teacher information

Have the students participate in the development of classroom rules. As they propose rules have them provide a rationale as to why the rule is needed.

Scoring

Assess the students' responses according to the following rubric:

Pass - The students proposed rules that make sense for the operation of the classroom and provided a good rationale for each rule that was considered.

Not pass - The students did not propose rules that make sense for the operation of the classroom nor did they provide a good rational for each rules being considered. Or an individual student was not an integral part of the rule making process.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 6

The learner will exhibit citizenship traits as evidenced in part by

- **A. being trustworthy,**
- **B. demonstrating accountability for actions,**
- **C. displaying self-direction,**
- **D. showing pride in his/her accomplishments.**

Teacher information

Maintain an ongoing discussion of these citizenship traits. Throughout the school year, observe the students and document demonstrations of these traits by students.

Scoring

Assess the student's response according to the following rubric:

2 pt. - The student demonstrated the four citizenship traits most of the time.

1 pt. - The student demonstrated the four citizenship traits some of the time.

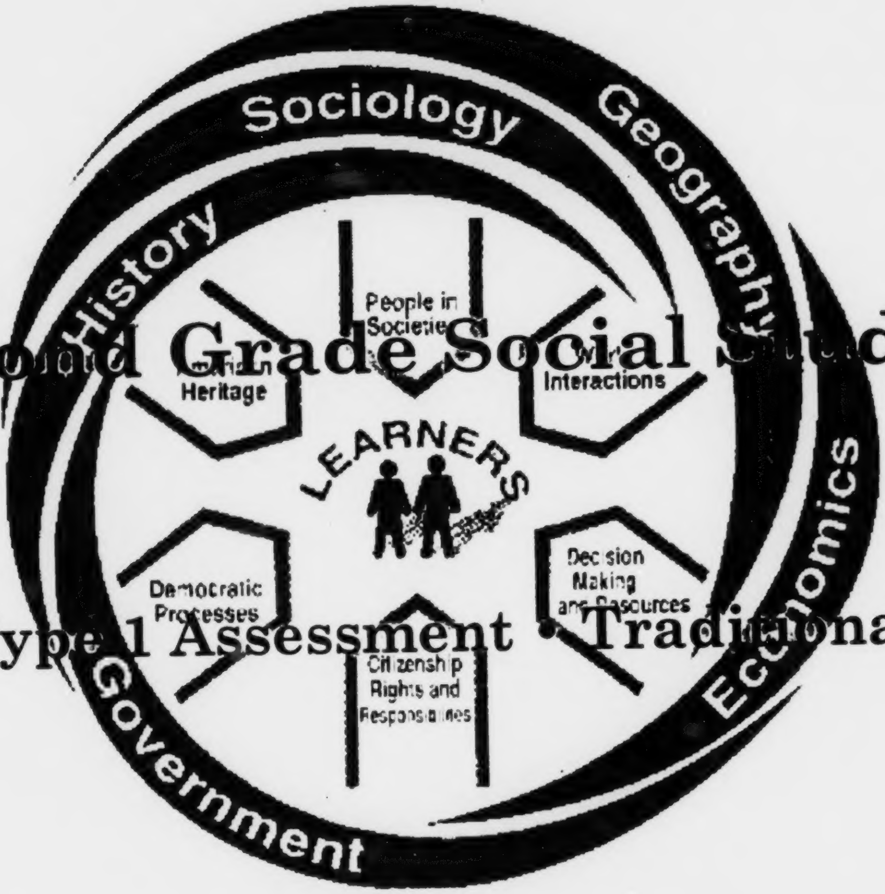
0 pt. - The student rarely or never demonstrated the four citizenship traits.

DNA - Did not attempt.

Competency–Based Education Assessment Series

Second Grade Social Studies

Type 1 Assessment • Traditional


Sociology
Geography
History
Economics
Government
People in Societies
Heritage
Interactions
LEARNERS
Democratic Processes
Decision Making and Resources
Citizenship Rights and Responsibilities

Ohio Department of Education
1997

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About This Instrument

This model competency-based assessment in social studies is intended to assess the essential knowledge and skills students need to be successful at the next level of instruction. The assessments are based on the performance objectives found in *Social Studies: Ohio's Model Competency-Based Program.*

This instrument contains items typically found in traditional tests. There is a mixture of item types in order to best assess the performance objectives.

This instrument contains assessment items designed to be copied as is and to be used with students. The assessment items need to be administered in a standardized manner, that is, each student should be assessed during the same time frame and under the same circumstances. The assessment items should be scored in the same manner.

The items may be read to students. Student reading levels should not be an impediment to identifying their knowledge and skills in social studies. Likewise, in open-ended items, the intent is not to assess students' abilities in grammar, spelling, sentence structure, and other elements of language usage, but to assess their knowledge and skill development in social studies. Conventions of writing should not affect the scoring of these items unless there is interference with the clear communication of ideas.

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Second Grade Social Studies Competency Assessment
Type 1 • Traditional

Introduction to the Student

This booklet contains questions about the things you have worked on in social studies this year. Your answers to these questions will help your teacher know what you have learned.

Some questions have special instructions or something for you to read before you answer them. Read all of the information and the questions carefully before you mark or write an answer. You will see two types of questions: multiple choice and short answer.

A multiple-choice question has three possible answers for you to choose. For this type of question select one answer and fill in the circle next to it.

A short-answer question will ask you to write a response. Read what the question asks you to do and write your response. One or two sentences will be all that you need to write when answering this type of question.

Read the Pledge of Allegiance below and use it to answer questions 1 and 2.

"I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one nation, under God, indivisible, with liberty and justice for all."

1. What does the Pledge of Allegiance tell us about the United States of America?

   ○ A. It has a flag.

   ○ B. It has many people.

   ○ C. It is made up of fifty states.

2. Write a question about what you read in the Pledge of Allegiance that you would like to have answered.

Read the first verse of "America, the Beautiful" below and use it to answer questions 3 and 4.

> O beautiful for spacious skies,
> For amber waves of grain,
> For purple mountain majesties
> Above the fruited plain.
> America! America!
> God shed His grace on thee,
> And crown thy good with brotherhood
> From sea to shining sea.

3. Use your own words to describe something "America, the Beautiful" tells us about the United States of America.

4. Write a question about "America, the Beautiful" that you would like to have answered.

Use the information from the following selection to answer questions 5 and 6.

China and the United States have many people. They also have large cities where people go to work. How do all of the Chinese and American people get to their jobs?

China has many roads for its people. In China you will see many people riding bicycles or walking to their jobs. Other people use buses or trains.

The United States has also built roads for people to use. Most people use cars to drive to work in the United States. Few people walk to work. Some people use buses and trains.

5. How are the Chinese and Americans alike in how they get to their jobs?

6. How are the Chinese and Americans different in how they get to their jobs?

Use the information from the following selection to answer questions 7 and 8.

Ancient Egypt was located in a desert. It rarely rained there. Parts of the southwestern United States are like ancient Egypt. They have deserts and do not have much rainfall. One problem for both places was how to grow food.

The ancient Egyptians lived along the Nile River. Each year they would wait for the river to flood the land. The floods would bring soil from the mountains and spread it over the desert. The Egyptians then had good soil for planting crops. They would also use water from the river to help raise the crops.

People in the southwestern United States do not wait for rivers to flood and provide good soil. They use special farming methods and special plant food called fertilizer. This extra work makes the soil good for planting crops. Rivers are used to provide water for the crops. The water has to be moved long distances in ditches and pipes to reach the farm fields.

7. What is the same problem faced by the ancient Egyptians and people in the southwestern United States?

○ A. how to use fertilizer

○ B. having too much rain

○ C. how to feed themselves

8. How did the ancient Egyptians and the people of the southwestern United States use rivers in the same way?

○ A. both used rivers to water crops

○ B. both sailed on rivers to take crops to the markets

○ C. both waited for rivers to flood and bring good soil

9. Susan and her mother live in a city. Susan's mother wants a carton of milk to do some baking. How will she most likely get what she wants for baking?

○ A. she will milk a cow

○ B. she will use root beer instead

○ C. she will buy some milk at a grocery store

10. Mike wants an old baseball card to add to his collection. John has the card that Mike wants. How can Mike get the card he wants?

○ A. he can copy the card that John has

○ B. he can give up collecting baseball cards

○ C. he can trade cards with John if John agrees

11. Sharon wants to play the flute. Her school does not have a band and her parents cannot play the flute. How can her parents get the flute instruction for Sharon?

○ A. they can read a music book

○ B. they can hire a flute teacher

○ C. they can have Sharon practice by herself

12. Pedro forgot to pack his baby brother's toys for a long family trip to New York. When his family got to New York, the baby had no toys. How would Pedro's parents most likely get some toys that the brother wanted?

○ A. they would make some toys

○ B. they would purchase some toys at a toy store

○ C. they would drive back home and not finish the family trip

Directions: Read the story below before answering question 13.

It is the first day of school. The teacher asks three students to help her. The classroom has chairs stacked on tables. The students are to take the chairs off of the tables. The chairs are to be put in a circle at the front of the room.

13. How can the three students work together to do this job?

○ A. They can wait for someone else to move the chairs.

○ B. One of the students can move all of the chairs in the room.

○ C. Two can carry chairs and one can put the chairs in a circle.

Directions: Read the story below before answering question 14.

Seven friends want to play a game of basketball. They want the teams to have the same number of players, but no one else can come out to play. If they make two teams with three players on each team, someone will not get a chance to play.

14. How can the seven friends set up their game so that every friend has a chance to play on a team?

○ A. Every few minutes let one player rest and let another friend play.

○ B. Have one of the friends be the referee for all of the basketball game.

○ C. Let the friend who was not picked for a team go home to do something.

Directions: Read the story below before answering question 15.

Karen's parents gave her a list of jobs to be done. This is the list they made:

Sweep the garage floor
Collect the trash
Put the dishes away

Karen's parents told her brother and sister to help Karen. They put Karen in charge of getting the jobs done.

15. How can Karen have her brother and sister help her do all of the jobs?

O A. Make her brother and sister do all of the work.

O B. Give one job to herself, one to her brother, and one to her sister.

O C. Have everyone take turns using a broom to sweep the garage floor.

Directions: Read the story below before answering question 16.

Two 4-H clubs have a project to plant flowers in the village park. The project has to be done on Saturday. When the clubs get to the park there are plants, watering cans and tools set out by the flower beds. There are not enough tools for every club member to have one. There are only enough tools for one club to use.

16. How should the clubs complete their project and plan to plant the flowers on Saturday?

O A. Have one club do all of the work.

O B. Have some members use the tools and others carry and water the plants.

O C. Come back to the park on another day when there will be enough tools to use.

17. The school principal has asked your class to decorate part of a school hallway to help celebrate Presidents' Day. How could you help the class with the decorating?

○ A. Find a picture of George Washington.

○ B. Watch other students make banners and signs.

○ C. Stay in the classroom and complete homework for science and spelling.

18. Your scout troop is going to collect cans of food for poor families in the neighborhood. What can you do to support the scouts' food collection?

○ A. Take some of the food for yourself.

○ B. Bring a wagon to hold the cans of food.

○ C. Attend the scout meeting after the food is collected.

19. Summer vacation is coming and your family is planning a trip. What could you do to help your parents plan for the trip?

○ A. Go outside and play with your friends.

○ B. Complain about where your family is going.

○ C. Offer suggestions about what you would like to do on the trip.

20. Your teacher puts you with three other students to read a story, create a time line for the story, and give a report on how your group made the time line. How could you work in the group so that everyone learns from the project?

○ A. Let the smartest student read the story and make the time line.

○ B. Discuss the story and give ideas about what to put on the time line.

○ C. Do all of the work yourself so that you can be sure to get a good grade.

SCORING GUIDE

PERFORMANCE OBJECTIVE 1

After examining an historical artifact, document, or photograph, the learner will identify something that is known about the item and raise questions based on his/her examination.

1. A is the answer. Selections B and C do not reflect information contained in the Pledge of Allegiance.

2. 2 pt. -- The student creates a question that is clearly related to or based upon the ideas contained in the Pledge of Allegiance (e.g., "What is a republic?").
   1 pt. -- The student creates a question that is not clearly related to or based upon the ideas contained in the Pledge of Allegiance (e.g., "Why does the flag have stars?").
   0 pt. -- The student does not create a question.
   DNA -- Does not attempt.

3. 2 pt. -- The student creates a statement that is clearly based upon the first verse of "America, the Beautiful" (e.g., "The United States has mountains.")
   1 pt. -- The student creates a statement that, while true, is not clearly based upon the first verse of "America, the Beautiful" (e.g., "The United States has lots of people.")
   0 pt. -- The student makes an incorrect assertion.
   DNA -- Does not attempt.

4. 2 pt. -- The student creates a question that is clearly related to or based upon the ideas contained in "America, the Beautiful".
   1 pt. -- The student creates a question that is not clearly related to or based upon the ideas contained in "America, the Beautiful".
   0 pt. -- The student does not create a question.
   DNA -- Does not attempt

PERFORMANCE OBJECTIVE 2

Given photographs of people from various cultures, the learner will identify ways in which they are similar and different.

No items.

PERFORMANCE OBJECTIVE 3

Given stories about how different groups of Americans and people from other countries have faced similar problems, the learner will compare how the people attempted to solve their problems.

5. 2 pt. -- The student explains at least one similarity (e.g., both use roads, both ride trains, both ride something to work, etc.).
   1 pt. -- The student addresses a similarity, but only from the perspective of one nation (e.g., Americans ride buses).
   0 pt. -- The student provides a response that does not address the question (e.g., both countries have many people).
   DNA -- Does not attempt.

6. 2 pt. -- The student explains at least one difference (e.g., most Americans ride in cars while the Chinese use bicycles).
   1 pt. -- The student provides a partial explanation of a difference (e.g., most Americans ride in cars to work).
   0 pt. -- The student provides a response that does not address the question (e.g., both countries have many people)
   DNA -- Does not attempt.

7. C

8. A

PERFORMANCE OBJECTIVE 4

Given a good or service, the learner will identify ways that people may obtain it.

9. C is the answer. People can obtain goods by buying them.

10. C is the answer. People can obtain goods through barter.

11. B is the answer. People can obtain services by buying them.

12. B is the answer.

PERFORMANCE OBJECTIVE 5

Given a task, the learner will explain how a group can be organized to accomplish the task.

13. C is the answer. Selection A does not indicate that the students do the job. Selection B does not indicate that the students work together.

14. A is the answer. Selections B and C do not indicate that all of the friends have a chance to play on a team.

15. B is the answer. Selection A does not indicate that Karen helped do the jobs. Selection C does not indicate that all of the jobs were completed.

16. B is the answer. Selection A does not indicate that both clubs planted flowers. Selection C indicates that the project was not done on time.

PERFORMANCE OBJECTIVE 6

Given a task, the learner will work within a group to accomplish the task.

17. A is the answer. Selections B and C do not indicate that the person is helping the class.

18. B is the answer. Selection A is an action opposed to the task. Selection C occurs after the task has been done.

19. C is the answer. Selections A and B do not indicate actions that help plan the trip.

20. B is the answer. Selections A and C might be ways some groups actually operate, but they do not lend themselves to everyone in the group learning from the project.

Competency–Based Education Assessment Series

Second Grade Social Studies

Type 2 Assessment • Non–Traditional

Sociology
Geography
History
Economics
Government
People in Societies
World Interactions
Heritage
LEARNERS
Democratic Processes
Decision Making and Resources
Citizenship Rights and Responsibilities

Ohio Department of Education
1997

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PERFORMANCE OBJECTIVE 1

After examining an historical artifact, document, or photograph, the learner will identify something that is known about the item and raise questions based on his/her examination.

1. Teacher Information

Provide students with a 45 rpm phonograph record and its packaging (the jacket or sleeve) to examine in a small group. After presenting the artifact to the group, ask students to explain what they "know" about the object (e.g., size, shape, material, information on the label, etc.). Following a brief discussion of what is "known", ask students what questions they would want answered based upon their examination of the artifact (e.g., why is the hole so big, who is the artist listed on the label, what was this thing used for, etc.).

Use the rating scale beginning on page 5 to record the results of the discussion for each student.

Scoring

Students should reach at least the mid-point (moving down the list) on each of the four rating scale characteristics.

2. Teacher Information

Provide students with a fountain pen to examine in a small group. After presenting the artifact to the group ask students to explain what they "know" about the object (e.g., size, shape, material, labeling, etc.). Following a brief discussion of what is "known", ask students what questions they would want answered based upon their examination of the artifact (when was this thing used, who would have used it, what was its purpose, etc.).

Use the rating scale beginning on page 5 to record the results of the discussion for each student.

Scoring

Students should reach at least the mid-point (moving down the list) on each of the four rating scale characteristics.

Note

Students can help provide the artifacts, documents, and photographs to use as part of these assessments. Ask students to bring "something really old" from home to share. Communicate with the parents so that they understand what their children will be asking for and can help supply good items for investigation (e.g., juicers, old maps, family photographs, etc.). Have the students question their parents about the items they bring so that they have background knowledge to help answer questions. Caution the students not to discuss what they have brought before it is used for the assessments.

RATING SCALE

PERFORMANCE OBJECTIVE 1

Directions: Make your rating on each of following characteristics by placing a check at one of the designated points on the scale. In the space for comments, include anything that helps clarify your rating.

STUDENT NAME____

DATE OF OBSERVATION____

A. To what extent did the student participate in the discussion?

____ Did not participate; quiet, passive
____
____ Participated as much as most students
____
____ Participated more than any other student

Comments:

B. To what extent did the student make relevant observations about the artifact?

____ None of the observations were relevant
____
____ Half of the observations were relevant
____
____ All of the observations were relevant

Comments:

C. To what extent did the student raise relevant questions based upon the examination of the artifact?

____ No questions were raised
____
____ Two questions were raised
____
____ Four or more questions were raised

Comments:

D. To what extent did the responses originate with the student?

____ All responses were reactive to or modified other comments
____
____ There was a balance between original and reactive responses
____
____ All responses were original, new ideas

Comments:

PERFORMANCE OBJECTIVE 2

Given photographs of people from various cultures, the learner will identify ways in which they are similar and different.

3. Teacher Information

Select three photographs of people from various cultures as found in available textbooks or on posters (it will be helpful to have the people in the photographs engaged in similar activities). Label the photographs A, B, and C. Set up viewing stations so that students can see all of the photographs at the same time. Assign groups of students to each viewing station. Have each student complete the handout on page 9 as he or she views the photographs.

Scoring

Assess the student's response according to the following rubric:

2 pt. -- The student lists at least two warranted similarities and one difference OR one similarity and two differences among the people shown in the photographs. The comparisons should be clear from the photographs presented and might concern physical features, clothing, equipment, the activity involved, etc.
1 pt. -- The student lists at least one warranted similarity and one difference.
0 pt. -- The student lists only one warranted similarity or difference OR lists no clear comparisons.
DNA -- Does not attempt.

4: Teacher Information

Repeat the assessment task as in number 3 using three new photographs.

Scoring

Assess the student's response according to the following rubric:

2 pt. -- The student lists at least two warranted similarities and one difference OR one similarity and two differences among the people shown in the photographs. The comparisons should be clear from the photographs presented and might concern physical features, clothing, equipment, the activity involved, etc.
1 pt. -- The student lists at least one warranted similarity and one difference.
0 pt. -- The student lists only one warranted similarity or difference OR lists no clear comparisons.
DNA -- Does not attempt.

HOW ARE PEOPLE ALIKE?
HOW ARE PEOPLE DIFFERENT?

NAME____________________

Directions: You have three photographs of people from different parts of the world. Look at each of the photographs for a little while and then answer the questions on this sheet. You may look at the photographs as you do your work.

1. List two ways the people in all of the photographs are the same.

One

____

____

Two

____

____

2. What is one way the people in photograph A are not like the people in the other two photographs? How are they special?

____

____

3. What is a different way the people in photograph B are not like the people in the other two photographs? What makes them special?

____

____

4. What is one other way the people in photograph C are not like the people in photographs A and B? What makes them special?

____

____

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PERFORMANCE OBJECTIVE 3

Given stories about how different groups of Americans and people from other countries have faced similar problems, the learner will compare how the people attempted to solve their problems.

5. Teacher Information

Select two stories, one involving Americans and one involving people from another country, that focus on a common problem (e.g., river flooding, child rearing, providing shelter, etc.). Label the stories A and B. Distribute the stories for the children to read. Have each student complete the handout on page 12 after having had the chance to read the stories.

Scoring

Assess the student's response according to the following rubric:

2 pt. -- The student provides a clear depiction of at least one similarity and one difference in the approaches the people used in solving the common problem AS DESCRIBED BY THE STUDENT IN THE ANSWER TO QUESTION 1.
1 pt. -- The student provides a clear depiction of one similarity OR one difference in the approaches the people used in solving the common problem.
0 pt. -- The student does not provide a clear depiction of any similarity or difference.
DNA -- Does not attempt.

6. Teacher Information

Repeat the assessment task as in number 5 using two new stories.

Scoring

Assess the student's response according to the following rubric:

2 pt. -- The student provides a clear depiction of at least one similarity and one difference in the approaches the people used in solving the common problem AS DESCRIBED BY THE STUDENT IN THE ANSWER TO QUESTION 1.
1 pt. -- The student provides a clear depiction of one similarity OR one difference in the approaches the people used in solving the common problem.
0 pt. -- The student does not provide a clear depiction of any similarity or difference.
DNA -- Does not attempt.

PEOPLE FACE PROBLEMS EVERYDAY NAME____________________

Directions: You have had the chance to read two stories about people facing problems. Now answer the following questions. You may use the stories to help you answer the questions.

1. How were the problems in the two stories alike?

2. How were the people in the two stories alike when they tried to solve their problems?

3. How were the people in the two stories different when they tried to solve their problems?

PERFORMANCE OBJECTIVE 4

Given a good or service, the learner will identify ways that people may obtain it.

7. Teacher Information

Provide the handout on page 15 to the students. Allow students time to complete the task. Meet with the students in small groups to have them describe the pictures they drew.

Scoring

Assess the student's response according to the following rubric:

Acceptable -- having an appropriate drawing and sharing a clear explanation of: buying a hamburger or trading for a hamburger.

Inadequate -- having an appropriate drawing but not being able to provide a clear explanation OR having an inappropriate drawing but being able to provide a clear explanation.

Unacceptable -- having a picture and sharing an explanation of: stealing a hamburger, making a hamburger, sharing a hamburger, or begging for a hamburger OR having a picture and an explanation not related to the task.

No response -- not having a picture or an explanation.

8. Teacher Information

Provide the handout on page 16 to the students. Allow students time to complete the task. Meet with the students in small groups to have them describe the pictures they drew.

Scoring

Assess the student's response according to the following rubric:

Acceptable -- having an appropriate drawing and sharing a clear explanation of: buying a toy or trading for a toy.

Inadequate -- having an appropriate drawing but not being able to provide a clear explanation OR having an inappropriate drawing but being able to provide a clear explanation.

Unacceptable -- having a picture and sharing an explanation of: using someone else's toy, making a toy, sharing a toy, or borrowing a toy OR having a picture and an explanation not related to the task.

No response -- not having a picture or an explanation.

HUNGRY NAME____________________

Directions: Our bodies need food to live and we can choose many foods to eat. Many of us like hamburger when we get hungry. When we are away from home, some of us may want a hamburger for lunch. Use this paper and crayons or pencils to draw a picture of one way you could get a hamburger for you to eat by yourself. Print a title to describe what is happening in the picture. Use ideas we discussed in class about how people satisfy their wants when they cannot make something for themselves. When all of you have finished your pictures, I will ask each of you to show what you drew and to tell the way you chose to get a hamburger.

TOYS NAME____________________

Directions: Most kids like to play with toys. Few kids have all of the toys they want. Use this paper and crayons or pencils to draw a picture of one way you could get a toy for you to play with by yourself. Print a title to describe what is happening in the picture. Use ideas we discussed in class about how people satisfy their wants when they cannot make something for themselves. When all of you have finished your pictures, I will ask each of you to show what you drew and to tell the way you chose to get a toy.

PERFORMANCE OBJECTIVE 5

Given a task, the learner will explain how a group can be organized to accomplish the task.

9. Teacher Information

Provide the handout on page 19 to the students. Allow students time to complete the task. Meet with the students in small groups to have them describe the pictures they drew.

Scoring

Assess the student's response according to the following rubric:

Acceptable -- having an appropriate drawing and sharing a clear explanation which involves all three students in doing some part of the work (e.g., each student does each part of the task for a period of time, the task is divided into parts and each student takes a part, etc.).

Inadequate -- having an appropriate drawing but not being able to provide a clear explanation OR having an inappropriate drawing but being able to provide a clear explanation.

Unacceptable -- having a picture and sharing an explanation that does not involve all three students in doing some part of the work OR having a picture and an explanation not related to the task.

No response -- not having a picture or an explanation.

10. Teacher Information

Provide the handout on page 20 to the students. Allow students time to complete the task. Meet with the students in small groups to have them describe the pictures they drew.

Scoring

Assess the student's response according to the following rubric:

Acceptable -- having an appropriate drawing and sharing a clear explanation which allows each of the seven friends to play on a team (e.g., have one of the teams use substitutes, have players rotate through both teams, etc.).

Inadequate -- having an appropriate drawing but not being able to provide a clear explanation OR having an inappropriate drawing but being able to provide a clear explanation.

Unacceptable -- having a picture and sharing an explanation that does not allow each of the seven friends to play on a team OR having a picture and an explanation not related to the task.

No response -- not having a picture or an explanation.

FIRST DAY OF SCHOOL NAME____________________

Directions: Read the story below before answering the question.

It is the first day of school. The teacher asks three students to help her. The classroom has chairs stacked on tables. The students are to take the chairs off of the tables. The chairs are to be put in a circle at the front of the room.

Draw a picture to show how the three students can work together to do this job. When all of you have finished your pictures, I will ask each of you to show what you drew and to tell how the job will be done.

MAKING UP TEAMS NAME____________________

Directions: Read the story below before answering the question.

Seven friends want to play a game of kickball. They want the teams to have the same number of players, but no one else can come out to play. If they make two teams with three players on each team, someone will not get a chance to play.

Draw a picture to show how these friends can set up their game so that every person has a chance to play on a team. When all of you have finished your pictures, I will ask each of you to show what you drew and to tell how the game will be planned.

PERFORMANCE OBJECTIVE 6

Given a task, the learner will work within a group to accomplish the task.

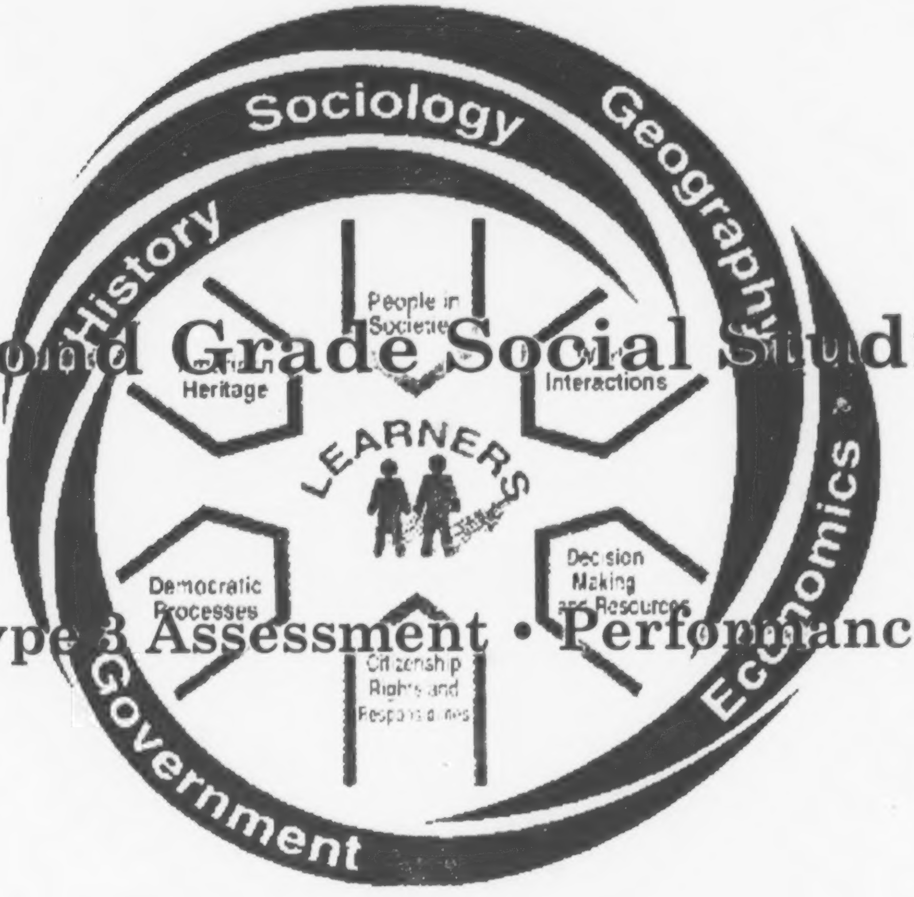
11. Teacher Information

Groups of three or four students should be invited to sit together with the teacher. Each group should be presented with a hypothetical task to do (e.g., create an art project, plan a game, put on a demonstration, etc.). The students should then be asked to describe what they would do and how they could work together to accomplish the task the group was given. The discussion may be given a time limit.

Scoring

While listening to the student's discuss the task, note each time a student volunteers something he or she would do to help accomplish the task. Suggesting what others could do or agreeing to what others suggest should not be noted. At the end of the discussion each student should have offered at least one personal contribution he or she would make to the group effort. The student will have helped the group meet this assessment task as well as described how he or she could help accomplish the hypothetical task.

Competency–Based Education Assessment Series


Sociology
Geography
Economics
Government
History
People in Societies
Interactions
Heritage
LEARNERS
Democratic Processes
Decision Making and Resources
Citizenship Rights and Responsibilities

Second Grade Social Studies

Type 3 Assessment • Performance

Ohio Department of Education
1997

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About This Instrument

This model competency-based assessment in social studies is intended to assess the essential knowledge and skills students need to be successful at the next level of instruction. The assessments are based on the performance objectives found in *Social Studies: Ohio's Model Competency-Based Program*.

This performance instrument contains items not typically found in traditional tests. There is a mixture of item types to best assess the performance objectives. This type of assessment lends itself to a better integration between instruction and assessment than do more traditional types of assessment and it attempts to provide performance opportunities for students that relate to real-world situations.

This instrument is addressed to teachers and provides direction in designing the assessments. There may be parts of the instrument that can be photocopied for use with students. This instrument contains assessments that are best given over a period of time. The assessments need to be administered in a standardized manner, that is, each student should be assessed during the same time frame and under the same circumstances. The assessments should be scored in the same manner.

The items may be read to students. Student reading levels should not be an impediment to identifying their knowledge and skills in social studies. Likewise, in open-ended items, the intent is not to assess students' abilities in grammar, spelling, sentence structure, and other elements of language usage, but to assess their knowledge and skill development in social studies. Conventions of writing should not affect the scoring of these items unless there is interference with the clear communication of ideas.

It is important to note that there may be specific content referred to in particular items that is not part of a school district's social studies program. These items may be modified to more appropriately reflect the content of a particular program.

Scoring information for each assessment item is provided as part of this instrument. Analysis of the item results for an individual student will assist in the determination of that student's attainment of each performance objective. Analysis of the item results for a grade level of students will assist in the determination of a program's effectiveness in helping students attain the objectives. Determination of an attainment standard for the overall assessment will be necessary for reporting data to the State Board of Education on the number and percentage of students shown by the assessment instrument not to have made satisfactory progress toward achieving the objectives during the preceding school year.

PERFORMANCE OBJECTIVE 1

After examining an historical artifact, document, or photograph, the learner will identify something that is known about the item and raise questions based on his/her examination.

PERFORMANCE OBJECTIVE 2

Given photographs of people from various cultures, the learner will identify ways in which they are similar and different.

PERFORMANCE OBJECTIVE 3

Given stories about how different groups of Americans and people from other countries have faced similar problems, the learner will compare how the people attempted to solve their problems.

PERFORMANCE OBJECTIVE 4

Given a good or service, the learner will identify ways that people may obtain it.

PERFORMANCE OBJECTIVE 5

Given a task, the learner will explain how a group can be organized to accomplish the task.

PERFORMANCE OBJECTIVE 6

Given a task, the learner will work within a group to accomplish the task.

Teacher Information

The following assessment activity is designed to address all of the performance objectives for this grade level. The length of time needed for this activity needs to be determined by the local school district. The activity can be broken down into different segments on different days or class periods.

Organize the class into groups of three to five students. Tell the students they are going to be social scientists who have been called upon to help Ohio Jones solve the Mystery of Wants.

Supply each group with three historic photographs of people from different cultures (including American) engaged in obtaining a good or service such as food in a marketplace. Label the photographs "A", "B", and "C". Also supply each

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group with the "Clue Sheets" shown on pages 7 - 9 (these sheets should be fastened together). Tell the groups that they will have to work through the "Clue Sheets" to help Ohio Jones solve the mystery. Let the groups know how much time they will be allowed to work on the project.

Allow the groups time to look at the photographs and the "Clue Sheets". Ask each group to discuss how the group can be organized to get the work done in the time allowed. Join each group after a period of time to listen to group members explain ways to organize the group. Direct questions as needed to elicit responses from each group member. Record the results of the interaction using the rating scale on page 10.

Allow the groups to work through the "Clue Sheets". Observe the participation and contributions of individuals within each group. Record the observations using the observation checklist on page 11.

Scoring

Assess the student's responses using the rubrics and scoring criteria for each of the performance objectives shown below.

PERFORMANCE OBJECTIVE 1

> **After examining an historical artifact, document, or photograph, the learner will identify something that is known about the item and raise questions based on his/her examination.**

Clue 1.

2 pt. -- Student responses include accurate statements about the people in at least two of the photographs.
1 pt. -- Student responses include an accurate statement about the people in one of the photographs.
0 pt. -- Student responses do not include any accurate statements about the people in the photographs.
DNA -- Does not attempt.

Clue 2.

2 pt. -- Student responses include appropriate questions about at least two of the photographs.
1 pt. -- Student responses include appropriate questions about one of the photographs.
0 pt. -- Student responses do not include any appropriate questions about the photographs.
DNA -- Does not attempt.

PERFORMANCE OBJECTIVE 2

Given photographs of people from various cultures, the learner will identify ways in which they are similar and different.

Clues 3 & 4.

2 pt. -- Student responses list at least two warranted similarities and one difference OR one similarity and two differences among the people shown in the photographs. The comparisons should be clear from the photographs presented and might concern physical features, clothing, equipment, the activity involved, etc.
1 pt. -- Student responses list at least one warranted similarity and one difference.
0 pt. -- Student responses list only one warranted similarity or difference OR make no clear comparison.
DNA -- Does not attempt.

PERFORMANCE OBJECTIVES 3 & 4

Given stories about how different groups of Americans and people from other countries have faced similar problems, the learner will compare how the people attempted to solve their problems.

Given a good or service, the learner will identify ways that people may obtain it.

Clue 5 and concluding questions.

Acceptable -- Student responses focus on how the people in the photographs solved a problem of satisfying a want. The want and the approach to satisfying the want clearly relate to the photographs and are explained.

Unacceptable -- Student responses do not focus on how the people in the photographs solved a problem of satisfying a want OR the want and the approach to satisfying the want do not clearly relate to the photographs.

DNA -- Does not attempt.

PERFORMANCE OBJECTIVE 5

Given a task, the learner will explain how a group can be organized to accomplish the task.

Students should receive at least a “3” for each of the rating scale characteristics shown on page 10.

PERFORMANCE OBJECTIVE 6

Given a task, the learner will work within a group to accomplish the task.

After the culmination of several visits to a learner's group, the learner should have at least 5 of 7 criteria checked on the observation checklist shown on page 11.

OHIO JONES AND THE MYSTERY OF WANTS
CLUE SHEET 1

GROUP NAME____

MEMBER NAMES____

____

Your group has three photographs. Ohio Jones does not have the photographs and he needs your help. The people in each of the photographs all want the same thing. Ohio Jones needs to know what the people want and how they are trying to get what they want.

Clue 1. Look at each photograph. What do we know about the people in each photograph? Print some of your big ideas for each photograph in the space below.

Photograph A --

Photograph B --

Photograph C --

Second Grade Social Studies Competency Assessment
Type 3 • Performance

OHIO JONES AND THE MYSTERY OF WANTS
CLUE SHEET 2

Clue 2. Look at the photographs again. What would we need to know about each photograph to help Ohio Jones? Print one question for each photograph in the space below.

Photograph A --

Photograph B --

Photograph C --

Clue 3. List two ways the people in all of the photographs are alike.

One --

Two --

Clue 4. How are the people in each photograph not like the people in the other photographs? How are they special?

Photograph A --

Photograph B --

Photograph C --

OHIO JONES AND THE MYSTERY OF WANTS
CLUE SHEET 3

Clue 5. What are the people doing in each of the photographs?

Photograph A --

Photograph B --

Photograph C --

Look back at all of your clues.

What do the people in all of the photographs want?

How are the people in all of the photographs trying to get what they want?

Your teacher will take your clue sheet and give it to Ohio Jones. He is thankful for any help you can give him.

RATING SCALE

PERFORMANCE OBJECTIVE 5

Directions: Rate the following characteristics of student performance by circling the appropriate number on the scale provided.

STUDENT NAME____

DATE OF OBSERVATION____________________________________

A. The learner participated in the group discussion.

Extensively	5	4	3	2	1	Hardly at all

B. The learner's comments were focused on the assigned task.

Very focused	5	4	3	2	1	Not focused

C. The learner clearly explained a suggestion to organize the group's work.

Clear explanation	5	4	3	2	1	Unclear explanation

D. The learner's suggestion would help accomplish the task.

Helpful	5	4	3	2	1	Not helpful

OBSERVATION CHECKLIST

PERFORMANCE OBJECTIVE 6

Directions: Check each student periodically during the group activity to see if the following attributes of working within the group are exhibited.

STUDENT NAME____________________

DATE(S) OF OBSERVATION(S)____________________

___Works with others.

___Is courteous to others.

___Listens to others in the group.

___Helps maintain a supportive environment.

___Accepts responsibilities as determined by the group.

___Participates in delegating duties, planning, organizing, making decisions, and carrying out group tasks.

___Stays focused on the group tasks.

Competency–Based Education Assessment Series

Sociology
Geography
History
Economics
Government
People in Soci
Heritage
Interactions
LEARNERS
Democratic Processes
Decision Making and Resources
Citizenship Rights and Responsibilities

Third Grade Social Studies

Type 1 Assessment • Traditional

Ohio Department of Education
1997

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About This Instrument

This model competency-based assessment in social studies is intended to assess the essential knowledge and skills students need to be successful at the next level of instruction. The assessments are based on the performance objectives found in *Social Studies: Ohio's Model Competency-Based Program*.

This instrument contains items typically found in traditional tests. There is a mixture of item types in order to best assess the performance objectives.

This instrument contains assessment items designed to be copied as is and to be used with students. The assessment items need to be administered in a standardized manner, that is, each student should be assessed during the same time frame and under the same circumstances. The assessment items should be scored in the same manner.

In open-ended items, the intent is not to assess students' abilities in grammar, spelling, sentence structure, and other elements of language usage, but to assess their knowledge and skill development in social studies. Conventions of writing should not affect the scoring of these items unless there is interference with the clear communication of ideas.

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Scoring information for each assessment item is provided as part of this instrument. Analysis of the item results for an individual student will assist in the determination of that student's attainment of each performance objective. Analysis of the item results for a grade level of students will assist in the determination of a program's effectiveness in helping students attain the objectives. Determination of an attainment standard for the overall assessment will be necessary for reporting data to the State Board of Education on the number and percentage of students shown by the assessment instrument not to have made satisfactory progress toward achieving the objectives during the preceding school year.

Name ________________________________

Student: Answer each question as completely as you can. In the multiple choice questions, select the best response.

1. Your teacher has read a narrative to you about your community. Your teacher has four pictures or drawings in the front of the room. Each picture has a number. Write the number of the picture in the order that the events happened.

_____ Write the number of the picture that shows what happened in the beginning of the narrative.

_____ Write the number of the picture that shows what happened next in the narrative.

_____ Write the number of the picture that shows what happened next in the narrative.

_____ Write the number of the picture that shows what happened last in the narrative.

2. Your teacher has read a narrative to you about your community. Write on the lines below a list of three important events about your community's past.

1. ____
____
2. ____
____
3. ____
____

3. During the past school year, you have been learning about your community. On the lines below, write about at least two of the important events that have changed your community.

____

____

____

____

____

____

____

____

4. Write the word "yes" in the space before each of the following groups of people if they live in your community. Write the word "no" in the space before each of the following groups of people if they do not live in your community.

_____ African heritage

_____ Asian heritage

_____ European heritage

_____ Latino heritage

_____ Native-American heritage

5. On the map of your community, your teacher is pointing to lines that go in different directions. What do these lines represent?

○ A. City Hall.

○ B. Parks.

○ C. Streets.

6. On the map of your local community, your teacher is pointing to a feature. On the line below, write what this feature is.

____

7. On the map of your community, your teacher is pointing to another feature. On the line below, write what this feature is.

8. Phil likes fruit. He has 30 cents. An apple costs 20 cents, a banana costs 15 cents, and an orange costs 10 cents. If Phil spends all of his money on two different fruits, which fruit will he not be able to buy?

   ○ A. The apple.

   ○ B. The banana.

   ○ C. The orange.

9. Jean likes to play tennis. She is planning to play tennis with her friend Jill after school, before it gets too dark to play. Jean learns that some other friends are planning to play volleyball at the same time as her tennis game. What is Jean's best choice?

   ○ A. Play tennis and don't worry about playing volleyball.

   ○ B. Try to play both tennis and volleyball at the same time.

   ○ C. Go home and play neither since she can't decide.

10. Adam goes into a toy store. He has 10 dollars to spend. There is a toy he likes and discovers it comes in two sizes. He can only afford one of the larger size but could buy two of the smaller size. Why would it be better for Adam to buy the larger size?

Why would it be better for Adam to buy the smaller sized toys?

11. Firefighters putting out fires is an example of which purpose of local government?

    ○ A. Protect rights of the individual.

    ○ B. Promote order and security.

    ○ C. Provide means of peaceful conflict resolution.

12. Providing schools is an example of which purpose of local government?

    ○ A. Promote the common welfare.

    ○ B. Protect rights of the individual.

    ○ C. Control the distribution of benefits and burdens of society.

13. Bringing people to court who break the law is an example of which purpose of local government?

    ○ A. Promote the common welfare.

    ○ B. Control the distribution of benefits and burdens of society.

    ○ C. Provide means of peaceful conflict resolution.

14. The removal of snow from the roads during the winter is an example of which purpose of local government?

    ○ A. Promote order and security.

    ○ B. Protect rights of the individual.

    ○ C. Control the distribution of benefits and burdens of society

SCORING GUIDE

PERFORMANCE OBJECTIVE 1

Given a set time period and a narrative about the community, the learner will record changes that occurred.

1. The correct answers depend on the numbers you assigned to each of the four pictures. The student responses for each of the four questions should match the appropriate numbers that you assigned to the pictures.

2. The students should list three events based on what they had been taught about their community. Use the following rubric to evaluate student responses:

   3 pt. - The student identified three key events in the community's past.

   2 pt. - The student identified two key events in the community's past.

   1 pt. - The student identified one key event in the community's past.

   0 pt. - The student did not identify any key events in the community's past.

   DNA - Did not attempt.

3. Assess the students responses according to the following rubric:

   2 pt. - The student accurately described two important events that have changed the community.

   1 pt. - The student accurately described one important event that changed the community or provided a vague description of two events.

   0 pt. - The student did not describe an event that changed the community.

   DNA - Did not attempt.

PERFORMANCE OBJECTIVE 2

Given the population of the local community, the learner will describe cultural groups that live there.

4. The student accurately wrote "yes" or "no" before each of the groups in the list. Whether each response is correct or not depends on whether the group is represented in your community. The student should get at least three correct to have passed this item.

PERFORMANCE OBJECTIVE 3

Given a map of the local community, the learner will locate physical and human features.

5. C is the answer.

6. The student correctly identifies the feature you pointed to on the map.

7. The student correctly identifies the feature you pointed to on the map.

PERFORMANCE OBJECTIVE 4

Given a consumer decision, the learner will itemize the costs and benefits of alternative choices, including opportunity cost.

8. B is the answer.

9. A is the answer.

10. Assess the students responses according to the following rubric:

    2 pt. - The student gave a good reason why Adam should buy the larger toy and a good reason why he should buy the smaller toys.

    1 pt. - The student gave a good reason for buying either the larger or smaller toy, or provided less logical reasons for both.

    0 pt. - The student did not provide any reasonable response for buying either.

    DNA - Did not attempt.

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PERFORMANCE OBJECTIVE 5

Given an example of a local governmental activity, the learner will describe how the activity addresses a purpose or purposes of government.

11. B is the answer.

12. A is the answer.

13. C is the answer.

14. A is the answer.

PERFORMANCE OBJECTIVE 6

The learner will work with others to govern a group activity, as evidenced in part by the capacity to:

A. help create rules,
B. select leaders,
C. follow directions and rules.

This performance objective is more appropriately assessed by authentic or performance strategies. Please refer to the Performance Assessment for Third Grade Social Studies for an appropriate assessment.

Competency–Based Education Assessment Series

Third Grade Social Studies

Type 2 Assessment • Non–Traditional

Sociology
Geography
History
Economics
Government
People in Societies
Heritage
Interactions
LEARNERS
Democratic Processes
Decision Making and Resources
Citizenship Rights and Responsibilities

Ohio Department of Education
1997

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About This Instrument

This model competency-based assessment in social studies is intended to assess the essential knowledge and skills students need to be successful at the next level of instruction. The assessments are based on the performance objectives found in *Social Studies: Ohio's Model Competency-Based Program*.

This non-traditional instrument contains items not typically found in traditional tests. There is a mixture of item types to best assess the performance objectives. This type of assessment lends itself to a better integration between instruction and assessment than do more traditional types of assessment.

This instrument is addressed to teachers and provides direction in designing the assessments. There may be parts of the instrument that can be photocopied for use with students. This instrument contains assessments that are best given over a period of time. The assessments need to be administered in a standardized manner, that is, each student should be assessed during the same time frame and under the same circumstances. The assessments should be scored in the same manner.

In open-ended items, the intent is not to assess students' abilities in grammar, spelling, sentence structure, and other elements of language usage, but to assess their knowledge and skill development in social studies. Conventions of writing should not affect the scoring of these items unless there is interference with the clear communication of ideas.

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Scoring information for each assessment item is provided as part of this instrument. Analysis of the item results for an individual student will assist in the determination of that student's attainment of each performance objective. Analysis of the item results for a grade level of students will assist in the determination of a program's effectiveness in helping students attain the objectives. Determination of an attainment standard for the overall assessment will be necessary for reporting data to the State Board of Education on the number and percentage of students shown by the assessment instrument not to have made satisfactory progress toward achieving the objectives during the preceding school year.

PERFORMANCE OBJECTIVE 1

Given a set time period and a narrative about the community, the learner will record changes that occurred.

Teacher information

You have been having your students study their community during the past year. After a review of some of the changes that have occurred, have the students make two drawings, each on a separate sheet of paper. On the first sheet the students draw a picture of what the community looked like during a time period in the past. They should be sure to write on the sheet what the time period was. On the second sheet they should draw a picture of what your community looks like today. They should write "today" on the second sheet. Have the students formulate below each picture a comparison listing of features from then and today that indicates similarities and differences.

Scoring

Assess the student's response according to the following rubric:

2 pt. - The student drew two pictures, one which accurately depicts the community during a past time period and the other which accurately shows the community today. The comparison listing below the pictures contains accurate descriptions of similarities and differences.

1 pt. - The student either drew one picture that accurately depicts the community in the past or today, or drew two pictures that vaguely resembles the community during the past and today. The comparison listing has vague descriptions of similarities and differences. Or the student drew two accurate pictures with poor listings or drew poor pictures with accurate listings.

0 pt. - The student did not draw a picture that shows any resemblance to the community past or present and did not provide even a vague comparison listing.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 2

Given the population of the local community, the learner will describe cultural groups that live there.

Teacher information

Have the students each make a collage using pictures and/or drawings that represent all of the cultural groups that live in the local community.

Scoring

Assess the student's response according to the following rubric:

3 pt. - The student accurately represented all of the different cultural groups living in the community.

2 pt. - The student accurately represented most of the different cultural groups living in the community.

1 pt. - The student accurately represented some of the different cultural groups living in the community.

0 pt. - The student did not represent even some of the different cultural groups living in the community.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 3

Given a map of the local community, the learner will locate physical and human features.

Teacher information

Community maps are highly individualized and unique to the local community. Therefore, you will need to develop a key that will contain human and physical features appropriate for your community. Have the students use the information in your key to construct a map of the local community, indicating the location of the features highlighted in your key.

Scoring

Assess the student's response according to the following rubric:

3 pt. - The student accurately represented in the map all of the physical and human features located in the community.

2 pt. - The student accurately represented in the map most of the physical and human features located in the community.

1 pt. - The student accurately represented in the map some of the physical and human features located in the community.

0 pt. - The student did not represent in the map even some of the physical and human features located in the community.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 4

Given a consumer decision, the learner will itemize the costs and benefits of alternative choices, including opportunity cost.

Teacher information

Make copies of the assessment on the next page and provide one for each student.

Scoring

Assess the student's response according to the following rubric:

2 pt. - The student listed at least three activities that can be done during recess, identified an activity done during the last recess, and explained why this activity was chosen.

1 pt. - The student may have identified fewer than three activities, but did identify an activity done during the last recess and provided a vague reason why this activity was chosen.

0 pt. - The student may have identified a recess activity but did not provide any reason why an activity was chosen instead of others.

DNA - Did not attempt.

Name________________________________

On the lines below, make a list of at least three activities you can do during recess.

____

____

____

____

____

____

Of these activities, which one did you do during your last recess?

____

Why did you choose this activity instead of the others?

____

____

____

____

____

____

PERFORMANCE OBJECTIVE 5

Given an example of a local governmental activity, the learner will describe how the activity addresses a purpose or purposes of government.

Teacher information

After having examined the purposes of local government and having discussed local examples of these purposes, have the students draw two examples in pictures or in poster form of how their local government promotes order and security.

Scoring

Assess the student's response according to the following rubric:

2 pt. - The student drew two pictures or posters, each accurately demonstrating a purpose of local government in promoting order and security. Examples of pictures may be showing firefighters, police, sanitation pick up, or snow removal.

1 pt. - The student either drew one picture or poster that accurately demonstrates a purpose of local government in promoting order and security, or drew two pictures that vaguely resembles a purpose of local government in promoting order and security.

0 pt. - The student did not draw a picture or poster that shows any resemblance to a purpose of local government in promoting order and security.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 6

The learner will work with others to govern a group activity, as evidenced in part by the capacity to:

A. help create rules,
B. select leaders,
C. follow directions and rules.

This performance objective is more appropriately assessed by authentic or performance strategies. Please refer to the Performance Assessment for Third Grade Social Studies for an appropriate assessment.

Competency–Based Education Assessment Series

Third Grade Social Studies

Type 3 Assessment • Performance

Sociology
Geography
History
Economics
Government
People in Societies
World Interactions
American Heritage
LEARNERS
Democratic Processes
Decision Making and Resources
Citizenship Rights and Responsibilities

Ohio Department of Education
1997

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About This Instrument

This model competency-based assessment in social studies is intended to assess the essential knowledge and skills students need to be successful at the next level of instruction. The assessments are based on the performance objectives found in *Social Studies: Ohio's Model Competency-Based Program*.

This performance assessment instrument contains items not typically found in traditional tests. There is a mixture of item types to best assess the performance objectives. This type of assessment lends itself to a better integration between instruction and assessment than do more traditional types of assessment and it attempts to provide performance opportunities for students that relate to real-world situations.

This instrument is addressed to teachers and provides direction in designing the assessments. There may be parts of the instrument that can be photocopied for use with students. This instrument contains assessments that are best given over a period of time. The assessments need to be administered in a standardized manner, that is, each student should be assessed during the same time frame and under the same circumstances. The assessments should be scored in the same manner.

In open-ended items, the intent is not to assess students' abilities in grammar, spelling, sentence structure, and other elements of language usage, but to assess their knowledge and skill development in social studies. Conventions of writing should not affect the scoring of these items unless there is interference with the clear communication of ideas.

It is important to note that there may be specific content referred to in particular items that is not part of a school district's social studies program. These items may be modified to more appropriately reflect the content of a particular program.

Scoring information for each assessment item is provided as part of this instrument. Analysis of the item results for an individual student will assist in the determination of that student's attainment of each performance objective. Analysis of the item results for a grade level of students will assist in the determination of a program's effectiveness in helping students attain the objectives. Determination of an attainment standard for the overall assessment will be necessary for reporting data to the State Board of Education on the number and percentage of students shown by the assessment instrument not to have made satisfactory progress toward achieving the objectives during the preceding school year.

PERFORMANCE OBJECTIVE 1

Given a set time period and a narrative about the community, the learner will record changes that occurred.

Teacher information

Have the students keep a journal listing changes in the community as they occur throughout the school year.

Scoring

Assess the student's response according to the following rubric:

3 pt. - The student accurately recorded in the journal all significant changes in the community during the school year.

2 pt. - The student accurately recorded in the journal most significant changes in the community during the school year.

1 pt. - The student accurately recorded in the journal some significant changes in the community during the school year.

0 pt. - The student did not record in the journal significant changes in the community during the school year.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 2

Given the population of the local community, the learner will describe cultural groups that live there.

Teacher information

Take the students for a walk or bus ride around the community. Have them keep a log of the various cultural groups they see during the walk. Upon their return to the classroom, have them enhance the listing in their log with a description of the cultural groups they saw.

Scoring

Assess the student's response according to the following rubric:

4 pt. - The student accurately recorded in the log all of the cultural groups observed during the walk or bus ride in the community and wrote appropriate descriptions for them.

3 pt. - The student accurately recorded in the log most of the cultural groups observed during the walk or bus ride in the community and wrote appropriate descriptions for them.

2 pt. - The student accurately recorded in the log most of the cultural groups observed during the walk or bus ride in the community and wrote reasonable descriptions for them.

1 pt. - The student accurately recorded in the log some the cultural groups observed during the walk or bus ride in the community and wrote reasonable descriptions for them.

0 pt. - The student did not accurately record in the log any of the cultural groups observed during the walk or bus ride in the community and did not write reasonable descriptions for them.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 3

Given a map of the local community, the learner will locate physical and human features.

Teacher information

Take the students on a walking or riding tour of the community. This could be done in conjunction with the tour for Performance Objective 2 or it can be done separately. Each student should have a blank map of the local community. If it is attached to a piece of cardboard it will be easier for the students to write.

As you take the tour of the community, stop on occasion to indicate physical and human features they should place on their maps. Such items may be streets, parks, schools, libraries, rivers, etc. The students should be completing their maps as you walk along. Collect the map upon your return to school.

Scoring

Assess the student's response according to the following rubric:

4 pt. - The student accurately recorded on the map at least 90 % of the physical and human features identified during the tour.

3 pt. - The student accurately recorded on the map 80-89 % of the physical and human features identified during the tour.

2 pt. - The student accurately recorded on the map 70-79 % of the physical and human features identified during the tour.

1 pt. - The student accurately recorded on the map at least 60-69 % of the physical and human features identified during the tour.

0 pt. - The student accurately recorded on the map less than 60 % of the physical and human features identified during the tour.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 4

Given a consumer decision, the learner will itemize the costs and benefits of alternative choices, including opportunity cost.

Teacher information

Set up opportunities for your students to earn some sort of currency during the school year. It should not be real money but some alternative, such as Monopoly money which already exists or "Buckeye Bucks" which you create. Provide students with numerous opportunities to earn money by doing classwork, helping with projects, doing homework, and behaving in class.

At some point during the school year the students need to have an opportunity to spend their money. You need to provide a variety of goods at different prices. These goods may be items the students have provided or made to sell to their classmates. They need not be expensive but the prices you assign should be consistent the monetary denominations you have been using. For example, if the students have been earning money in increments of five and ten dollars, then price your goods in dollars and not cents, even though they may really cost only cents. If you are concerned about students getting a realistic exposure to real world prices, then award money during the year accordingly.

On the day the students will be buying goods, tell them:

"You will now use your hard earned money to buy things at our classroom store. The store has all sorts of things for you to buy. For example you could buy candy, toys, games, cookies, fruit, or gifts for your parents. (Note to teacher: Your list will depend on the items available to be sold.)

Before you buy anything, I want you to make a list of what you would like to buy. Figure out the cost of what you would like to buy. Make a second list of the things you will not be able to buy if you buy everything on your first list. After looking at both of your lists, make a final list of what you want to buy, explain why you decided to buy these items, and then go buy them. Happy shopping!"

Scoring

Assess the student's response according to the following rubric:

2 pt. - The student demonstrated an understanding that he/she must make choices because she/he does not have unlimited resources. The student understood that he/she cannot buy everything she/he may want.

1 pt. - The student demonstrated a partial understanding that she/he must make choices because of limited resources.

0 pt. - The student did not demonstrate any understanding that he/she must make choices. The student may have even attempted to purchase items far beyond her/his limited resources.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 5

Given an example of a local governmental activity, the learner will describe how the activity addresses a purpose or purposes of government.

Teacher information

You can address one of the purposes of local government - providing means of peaceful conflict resolution - by establishing a students' court in your classroom. Different members of the class serve as the judge, jury, lawyers, etc. As disputes arise in the classroom, cafeteria, school playgrounds, etc., the students' court can serve as a mechanism for resolving those disputes and provide students with experience in this important function of local government. Your assessment of the students will be largely based on observation throughout the school year.

Scoring

Assess the student's response according to the following rubric:

2 pt. - The student demonstrated an understanding of using the courts as a way of resolving conflicts peacefully and actively participated in the students' court.

1 pt. - The student demonstrated a partial understanding of using the courts as a way of resolving conflicts peacefully and actively participated in the students' court.

0 pt. - The student did not demonstrate any understanding of using the courts as a way of resolving conflicts peacefully and did not actively participate in the students' court.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 6

The learner will work with others to govern a group activity, as evidenced in part by the capacity to:

- **A. help create rules,**
- **B. select leaders,**
- **C. follow directions and rules.**

Teacher information

This can be done together with the assessment for Performance Objective 5 or can be done independently. You need to establish a group activity in which the students will have an opportunity to work together to create rules, select leaders, and follow directions and rules. The students' court in Performance Objective 5 is an excellent example of such an activity. Your assessment of the students will be based on observation throughout the year.

Scoring

Assess the student's response according to the following rubric:

3 pt. - The student demonstrated an ability to work with others in all of the following: by helping to create rules, by helping to select leaders, and by following directions and rules.

2 pt. - The student demonstrated an ability to work with others in two of the following: by helping to create rules, by helping to select leaders, and by following directions and rules.

1 pt. - The student demonstrated an ability to work with others in one of the following: by helping to create rules, by helping to select leaders, and by following directions and rules.

0 pt. - The student did not demonstrate an ability to work with others by helping to create rules, by helping to select leaders, or by following directions and rules.

DNA - Did not attempt.

Competency–Based Education Assessment Series

Sociology
Geography
History
Economics
Government
People in Societies
Heritage
Interactions
LEARNERS
Democratic Processes
Decision Making and Resources
Citizenship Rights and Responsibilities

Fourth Grade Social Studies

Type 2 Assessment • Non–Traditional

Ohio Department of Education
1997

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About This Instrument

This model competency-based assessment in social studies is intended to assess the essential knowledge and skills students need to be successful at the next level of instruction. The assessments are based on the performance objectives found in *Social Studies: Ohio's Model Competency-Based Program*.

This non-traditional instrument contains items not typically found in traditional tests. There is a mixture of item types to best assess the performance objectives. This type of assessment lends itself to a better integration between instruction and assessment than do more traditional types of assessment.

This instrument is addressed to teachers and provides direction in designing the assessments. There may be parts of the instrument that can be photocopied for use with students. This instrument contains assessments that are best given over a period of time. The assessments need to be administered in a standardized manner, that is, each student should be assessed during the same time frame and under the same circumstances. The assessments should be scored in the same manner.

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PERFORMANCE OBJECTIVE 1

The learner will select an individual or event from Ohio's history and explain the significance of that individual or event for Ohio's development.

1. Teacher Information

Provide students with a list of famous Ohioans (use the Great Ohioans Hall of Fame from the Ohio Historical Center in Columbus or use lists provided in some textbooks). This can be supplemented with a list of names of people who are important in the history of the local area (check with the local historical society). Have peer collaboration groups of 2 to 3 students choose one name per group from the list or lists.

Each group should prepare a short (3 to 4 minutes) presentation explaining why the person's name it selected should be kept on the list. The presentation should include who the person was; what the person did; an explanation of the students' understanding of "significance"; and how the person selected was significant to the development of Ohio or the local community. Allow time for members of the groups to work together and find needed information.

Have each group deliver its presentation. Use the rating scale on pages 4 and 5 to record information about the group presentations. During the presentations, have each student keep a "recap" log of the presentations. The logs should identify each person discussed and the student's description of his or her comprehension (based on the appropriate presentation) of why each person was significant for Ohio's development.

Scoring

Student groups should reach at least the mid-point (moving down the list) on each of the four rating scale characteristics.

Assess the student logs according to the following rubric:

3 pt. -- The student log is complete (contains notes on each presentation) and the descriptions are clearly based upon the group presentations.
2 pt. -- The student log is complete but a few of the descriptions do not accurately reflect the group presentations.
1 pt. -- The student log is partially complete with accurate descriptions OR the student log is complete but most of the descriptions do not accurately reflect the group presentations.
0 pt. -- The student log is partially complete and the descriptions are not based upon the group presentations.
DNA -- Does not attempt.

Fourth Grade Social Studies Competency Assessment
Type 2 • Non-Traditional

RATING SCALE

PERFORMANCE OBJECTIVE 1 -- TASK 1

Directions: Make your rating on each of the following characteristics by placing a check at one of the designated points on the scale. In the space for comments, include anything that helps clarify your rating.

STUDENT NAMES____

____

DATE OF OBSERVATION____

A. To what extent did all groups members participate in the presentation?

____ One member dominated the presentation
____
____ Uneven participation by group members
____
____ Group members presented equally

Comments and notes:

B. To what extent did the group cover all aspects of the assignment?

____ No aspect of the assignment was covered (off task)
____
____ Only half of the assignment's aspects were covered
____
____ All of the assignment's aspects were covered

Comments and notes:

C. To what extent did the group explain its understanding of significance?

____ The understanding was not explained
____
____ The explanation was partially complete and/or clear and appropriate
____
____ The explanation was complete, clear, and appropriate

Comments and notes:

D. To what extent did the group apply its understanding of "significance" in categorizing the contributions of the person in the group's presentation?

____ The understanding was not explained and could not be applied
____
____ The understanding was partially and/or inappropriately applied
____
____ The understanding was completely and appropriately applied

Comments and notes:

2. Teacher Information

Have students create a large Ohio history poster (this could also be a mural or a collage) to display in the classroom or elsewhere in the school. The poster should contain representations of ten events from throughout Ohio's history that are significant to the state's development. The poster can include a map to show where the selected events took place and a time line to show when the events occurred. There should also be ten accompanying brochures. Each brochure should contain a short description of one of the selected events, indicate when the event took place, briefly explain the students' understanding of "significance", and explain how the selected event is important to the development of Ohio.

Divide the students into ten groups and assign each group the task of selecting an event to include on the poster. After the groups have made an initial determination of the events to include, hold a large-group discussion on the selected events. At this time the small groups can provide some initial discussion of the significance of their events. Have the large group decide if the events cover the breath of Ohio's history and have the large group draw some conclusions about the content of the poster. Allow each of the small groups time to revise its event selections as needed.

Later, after final event selections have been made, allow the large group to decide upon the overall design of the poster (including a map and time line if desired). Space should be allotted for the small groups to include representations of the events they selected.

Each of the ten groups organized around the historical events should work on preparing its text for the poster brochures. The groups should plan and execute the illustrations to be used on the poster. Each group should also determine the placement of its chosen event on the map and time line (if these are used).

The groups should complete their brochures. The finished poster and the brochures should be set up as a display.

Use the rating scale on pages 7 - 9 to record information about the group presentations.

Scoring

Student groups should reach at least the mid-point (moving down the list) on each of the seven rating scale characteristics.

Fourth Grade Social Studies Competency Assessment
Type 2 • Non-Traditional

RATING SCALE

PERFORMANCE OBJECTIVE 1 -- TASK 2

Directions: Make your rating on each of the following characteristics by placing a check at one of the designated points on the scale. In the space for comments, include anything that helps clarify your rating.

STUDENT NAMES____

____

DATE(S) OF OBSERVATION__________________________________

A. To what extent did all group members participate in the project (large-group discussion, poster construction, brochure development)?

____ One member dominated the participation
____
____ Uneven participation by group members
____
____ Group members participated equally in the project

Comments and notes:

B. To what extent did the group cover all aspects of the assignment (participation in large-group discussion, poster construction, brochure development)?

____ No aspect of the assignment was covered (off task)
____
____ Only some of the assignment's aspects were covered
____
____ All of the assignment's aspects were covered

Comments and notes:

C. To what extent was the group's work accurate (brochure information, poster illustration, placement of data on map and/or time line)?

____ The work was not accurate

____ The work was partially accurate

____ The work was completely acccurate

Comments and notes:

D. To what extent did the group explain its understanding of significance?

____ The understanding was not explained

____ The explanation was partially complete and/or clear and appropriate

____ The explanation was complete, clear, and appropriate

Comments and notes:

E. To what extent did the group apply its understanding of "significance" in its explanation of the event in the brochure ?

____ The understanding was not explained and could not be applied

____ The understanding was partially and/or inappropriately applied

____ The understanding was completely and appropriately applied

Comments and notes:

F. To what extent did the group explain the significance of its event in the brochure (with or without applying its understanding of "significance") ?

____ The significance was not explained

____ The significance was partially and/or inappropriately explained

____ The significance was completely and appropriately explained

Comments and notes:

G. To what extent were the group's brochure and contribution to the poster neat and to what extent did they clearly express the message of the poster?

____ The work was not neat and did not express the poster's message

____ The work was fairly neat and partially expressed the poster's message

____ The work was neat and expressed the poster's message

Comments and notes:

PERFORMANCE OBJECTIVE 1

The learner will select an individual or event from Ohio's history and explain the significance of that individual or event for Ohio's development.

PERFORMANCE OBJECTIVE 2

The learner will identify various kinds of cultural groups that have lived or live in Ohio and describe their contributions to the development of the state.

3. Teacher Information

Have students create a large "Contributions to Ohio" poster (this could also be a mural or a collage) to display in the classroom or elsewhere in the school. The poster should contain representations of eight to ten individuals exemplifying different cultural groups from throughout Ohio's history that made contributions to the state's development (an entire cultural group could also be selected). The poster can include a map to show where the selected individuals have resided or made particular contributions and a time line to show when the contributions occurred. There should also be eight to ten accompanying brochures that provide some background on the cultural group represented by each individual, briefly explain the students' understanding of "significance", and explain how the cultural group's contribution is important to the development of Ohio.

Divide the students into eight to ten peer groups and assign each group the task of selecting an individual symbolizing a cultural group to include on the poster. After the peer groups have made an initial determination of the people and contributions to include, hold a large-group discussion on the selections. At this time each of the small groups can provide some initial discussion concerning the significance of the contributions of its selection. Have the large group decide if the selections cover the breath of Ohio's history and have the large group draw some conclusions about the content of the poster. Allow each of the peer groups time to revise its selection as needed.

Later, after final selections have been made, allow the large group to decide upon the overall design of the poster (including a map and time line if desired). Space should be allotted for the peer groups to include representations of the individuals and contributions they selected.

Each of the peer groups organized around a specific individual should work on preparing the text for its poster brochure. The groups should plan and execute the illustrations to be used on the poster. Each group should also determine the placement of its chosen event on the map and time line (if these are used).

The groups should complete their brochures. The finished posters and the assembled brochures from all of the fourth-grade classes should then be arranged in a display for judging.

Use the rating scale on pages 12 - 14 to record information about the group presentations.

Scoring

Student groups should reach at least the mid-point (moving down the list) on each of the seven rating scale characteristics.

Fourth Grade Social Studies Competency Assessment
Type 2 • Non-Traditional

RATING SCALE

PERFORMANCE OBJECTIVES 1 & 2

Directions: Make your rating on each of the following characteristics by placing a check at one of the designated points on the scale. In the space for comments, include anything that helps clarify your rating.

STUDENT NAMES____

____

DATE(S) OF OBSERVATION____

A. To what extent did all group members participate in the project (large-group discussion, poster construction, brochure development)?

____ One member dominated the participation

____

____ Uneven participation by group members

____

____ Group members participated equally in the project

Comments and notes:

B. To what extent did the group cover all aspects of the assignment (participation in large-group discussion, poster construction, brochure development)?

____ No aspect of the assignment was covered (off task)

____

____ Only some of the assignment's aspects were covered

____

____ All of the assignment's aspects were covered

Comments and notes:

C. To what extent was the group's work accurate (brochure information, poster illustration, placement of data on map and/or time line)?

____ The work was not accurate

____ The work was partially accurate

____ The work was completely acccurate

Comments and notes:

D. To what extent did the group explain its understanding of significance?

____ The understanding was not explained

____ The explanation was partially complete and/or clear and appropriate

____ The explanation was complete, clear, and appropriate

Comments and notes:

E. To what extent did the group apply its understanding of "significance" in its explanation of the event in the brochure ?

____ The understanding was not explained and could not be applied

____ The understanding was partially and/or inappropriately applied

____ The understanding was completely and appropriately applied

Comments and notes:

F. To what extent did the group explain the significance of its event in the brochure (with or without applying its understanding of "significance") ?

____ The significance was not explained

____ The significance was partially and/or inappropriately explained

____ The significance was completely and appropriately explained

Comments and notes:

G. To what extent were the group's brochure and contribution to the poster neat and clearly express the message of the poster?

____ The work was not neat and did not express the poster's message

____ The work was fairly neat and partially expressed the poster's message

____ The work was neat and expressed the poster's message

Comments and notes:

PERFORMANCE OBJECTIVE 2

The learner will identify various kinds of cultural groups that have lived or live in Ohio and describe their contributions to the development of the state.

4. Teacher Information

Present a list of cultural groups in oral or visual form to students such as the following:

Methodist
Chinese
German
Quaker
Muslim
British
Jewish
Mexican
Baptist
Norwegian
Japanese

The students might also brainstorm a list of cultural groups which could be used as the basis for a list such as the above.

Have the students categorize the names on the list by types of cultural groups to which they belong (i.e., national origin and religious). Once the cultural groups are typed, the students should explain the rationale for their categorization of the groups. The students should then write one or two statements discussing what impact each type of cultural group has had on the development of Ohio.

Scoring

Assess the student's response according to the following rubric:

4 pt. -- The student makes an appropriate categorization of the cultural groups; offers a clear explanation of the basis for making the categorizations; and provides specific examples of contributions made by each type of group to the development of Ohio.

3 pt. -- The student makes an appropriate categorization of the cultural groups; offers a clear explanation of the basis for making the categorizations; and provides at least one example of a contribution made by each type of group to the development of Ohio.

2 pt. -- The student makes no more than one inconsistent listing in the categorization scheme; offers a clear explanation of the basis for making the categorizations; and provides at least one example of a contribution made by one type of group to the development of Ohio.

1 pt. -- The student makes only two to three inconsistent listings in the categorization scheme; offers an unclear explanation of the basis for making the categorizations; and provides at least one example of a contribution made by one type of group to the development of Ohio.

0 pt. -- The student makes several inconsistent listings in the categorization scheme; offers an unclear explanation of the basis for making the categorizations; and provides only one example or no examples of contributions made by groups to the development of Ohio.

DNA -- Does not attempt.

PERFORMANCE OBJECTIVE 3

The learner will choose a foreign nation and provide examples of political and economic ties Ohio has with that nation.

5. Teacher Information

Have the class prepare a booklet on Ohio's connections to the rest of the world. Students will work in groups of three to contribute two pages per group to the booklet. Each group's pages will focus on one nation that Ohio has ties to politically or economically.

Provide students with a list of nations that are engaged in trade or have political connections with Ohio. Check with sources such as The Ohio Almanac, the local library, or a local chamber of commerce for ideas. Recent news articles may also provide ideas. Work with the school's media specialist to pull appropriate resources for the students to use in preparing their pages and provide time for the students to find the necessary information.

The pages the students prepare should include:

- a map of the selected nation and a reproduction of its flag,
- a list of products imported from or exported to Ohio (these could also be illustrated),
- an example of an Ohio company doing business with the foreign nation,
- an example of a company in the selected nation doing business in or with Ohio, and
- news of recent government contacts (if any).

The booklet should be assembled and displayed. Following the booklet's completion, each student should select three nations he/she did not work on and use the examples of those nations to explain what it means to be "connected" with another part of the world.

Scoring

Use the following rubrics to assess student performance for this task:

Group Pages in Booklet

3 pt. -- The information provided is complete and correct.
2 pt. -- The information provided is complete but has some minor errors.
1 pt. -- The information provided is incomplete with some minor errors OR the information provided is complete with major errors.
0 pt. -- The information provided is incomplete with major errors OR is off task.

Individual Student Responses to the Booklet

3 pt. -- The student uses three different examples and shares a clear understanding of how the examples show connections.
2 pt. -- The student uses three different examples and shares an adequate understanding of how the examples show connections.
1 pt. -- The student uses at least two different examples and shares an adequate understanding of how the examples show connections OR the student uses three different examples but shares an inadequate understanding of how the examples show connections.
0 pt. -- The student uses at least two different examples but shares an inadequate understanding of how the examples show connections OR the student discusses only one example.
DNA -- Does not attempt.

PERFORMANCE OBJECTIVE 4

The learner will locate places on a map by using a grid location system and a direction finder.

6. Teacher Information

Create or reproduce a map of a real or imagined place. The map should be overlaid with a number/letter grid (1 - 7, A - G), have a direction finder, and have eight unlabeled dots (only one per grid square). The map may have other physical (e.g., rivers) or cultural (e.g., roads) features shown.

Provide the students with scissors, a sheet with general directions to follow and five labels to cut out, and glue to stick the labels on the map. Next to each label should be a specific set of directions for placing the label on the map (see sample set below). The label directions should require both the use of the grid and the direction finder.

Allow students time to follow the directions and label the map.

Sample labels and directions:

Beanville	Place the label for this village next to the dot in square A 2
Webb City	Place the label for this city next to the dot in square C 3
Cooper	Place the label for this village next to the dot that is the farthest east on the map
Paxten	Place the label for this village next to the dot in square F 5
Fulton	Place the label for this city next to the dot directly north of Paxten

Scoring

One point can be given for each label that is correctly placed.

7. Teacher Information

Repeat the assessment task as in number 6 using a new map and set of directions.

Scoring

One point can be given for each label that is correctly placed.

PERFORMANCE OBJECTIVE 5

The learner will identify and classify the factors of production needed to produce a given good or service.

8. Teacher Information

Provide the handout beginning on the next page to the students. Allow students time to complete the task.

Scoring

Assess the student's response according to the following rubric:

4 pt. -- The student makes at least four complete and correct entries.
3 pt. -- The student makes three complete and correct entries.
2 pt. -- The student makes two complete and correct entries.
1 pt. -- The student makes one complete and correct entry.
0 pt. -- The student make no complete and correct entries.
DNA -- Does not attempt.

SMITH'S FAMILY RESTAURANT
FACTORS OF PRODUCTION

NAME____________________

Directions: Read the following information and then create the list with the needed information.

Pretend that yesterday your parents drove you to Smith's Family Restaurant, your favorite restaurant. While there you had your favorite meal:

Meat loaf and mashed potatoes,
a one-trip salad bar plate,
milk, and
fresh apple pie.

Think about all of the resources Smith's Family Restaurant needed for your family to enjoy the meal there. List five of those resources below. Explain how each is involved in your meal. Label each resource as the factor of production it represents. The factors of production are land, labor, capital, and entrepreneurship. Two samples have been done for you. Do not use the samples as your answers.

SAMPLE 1:

THE RESOURCE -- Waiter
HOW IS IT USED -- took our order and brought our food
THE FACTOR OF PRODUCTION -- labor

SAMPLE 2:

THE RESOURCE -- Cash register
HOW IS IT USED -- used to make change when we paid for our meal
THE FACTOR OF PRODUCTION -- capital

EXAMPLE 1:

THE RESOURCE -- ____

HOW IS IT USED -- ____

____

THE FACTOR OF PRODUCTION -- ______________________________

EXAMPLE 2:

THE RESOURCE -- ____________________

HOW IS IT USED -- ____________________

____

THE FACTOR OF PRODUCTION -- ____________________

EXAMPLE 3:

THE RESOURCE -- ____________________

HOW IS IT USED -- ____________________

____

THE FACTOR OF PRODUCTION -- ____________________

EXAMPLE 4:

THE RESOURCE -- ____________________

HOW IS IT USED -- ____________________

____

THE FACTOR OF PRODUCTION -- ____________________

EXAMPLE 5:

THE RESOURCE -- ____________________

HOW IS IT USED -- ____________________

____

THE FACTOR OF PRODUCTION -- ____________________

9. Teacher Information

Provide the handout on page 25 to the students. Allow students time to complete the task.

Scoring

Assess the student's response according to the following rubric:

3 pt. -- The student makes at least three complete and correct entries.
2 pt. -- The student makes two complete and correct entries.
1 pt. -- The student makes one complete and correct entry.
0 pt. -- The student make no complete and correct entries.
DNA -- Does not attempt.

YOUR LOCAL COMMUNITY
FACTORS OF PRODUCTION

NAME____________________

Directions: Read the following information and then create the list with the needed information.

Talk to people who work in your community about the jobs they do and the things they use in their work. These are resources your community needs so that people can have their wants satisfied. List one example for each of the factors of production listed below. After each example, explain how the resource you listed is important to provide something that people want. A sample has been done for you. Do not use it in your answers.

Labor -- the school nurse, she helps test our eyes to check if we can see to do our schoolwork

Land --

Labor --

Capital --

Entrepreneurship --

PERFORMANCE OBJECTIVE 6

Given an example of a state governmental activity, the learner will describe how the activity addresses a purpose or purposes of government.

10. Teacher Information

Include the following task on a larger assessment or use as an individual task.

The purposes of state government include:

a. helping control what people do
b. keeping people safe
c. deciding who gets helped by the state
d. deciding what responsibilities and duties people have
e. providing ways for people to end conflicts peacefully
f. protecting the rights of individuals
g. helping make the state a good place for all people to live

For each of the examples below, identify a purpose of state government the example reflects and write a short description to explain why you think the example fits that purpose.

Example A -- if you attend the Ohio State Fair you see many State Highway Patrol officers and emergency medical service people there. What purpose of state government do they help fill?

Example B -- The State of Ohio has an income tax that most Ohioans pay on the money that they earn each year. This allows the government to operate. Making the income tax is an example of what purpose of government?

Scoring

Assess the student's response according to the following rubric:

2 pt. -- The student makes two complete and correct entries.
1 pt. -- The student makes one complete and correct entry.
0 pt. -- The student make no complete and correct entries.
DNA -- Does not attempt.

11. Teacher Information

Include the following task on a larger assessment or use as an individual task.

The purposes of state government include:

a. helping control what people do
b. keeping people safe
c. deciding who gets helped by the state
d. deciding what responsibilities and duties people have
e. providing ways for people to end conflicts peacefully
f. protecting the rights of individuals
g. helping make the state a good place for all people to live

For each of the examples below, identify a purpose of state government the example reflects and write a short description to explain why you think the example fits that purpose.

Example A -- SchoolNet is a program started in 1995 by the State of Ohio to help wire all classrooms in the state for interactive computer stations. This program is an example of the state working on which purpose of government?

Example B -- If you were to go to Columbus you might see someone giving a speech on the steps of the state capital. Sometimes other people do not like what is being said and try to stop a person from speaking. Officers from the State Highway Patrol will work to see that the speaker is allowed to continue to speak. This is an example of what purpose of state government?

Scoring

Assess the student's response according to the following rubric:

2 pt. -- The student makes two complete and correct entries.
1 pt. -- The student makes one complete and correct entry.
0 pt. -- The student make no complete and correct entries.
DNA -- Does not attempt.

PERFORMANCE OBJECTIVE 7

Given a series of statements about public issues or policies, the learner will identify whether each is a statement of fact or opinion.

This performance objective is assessed with the Type 3 tasks.

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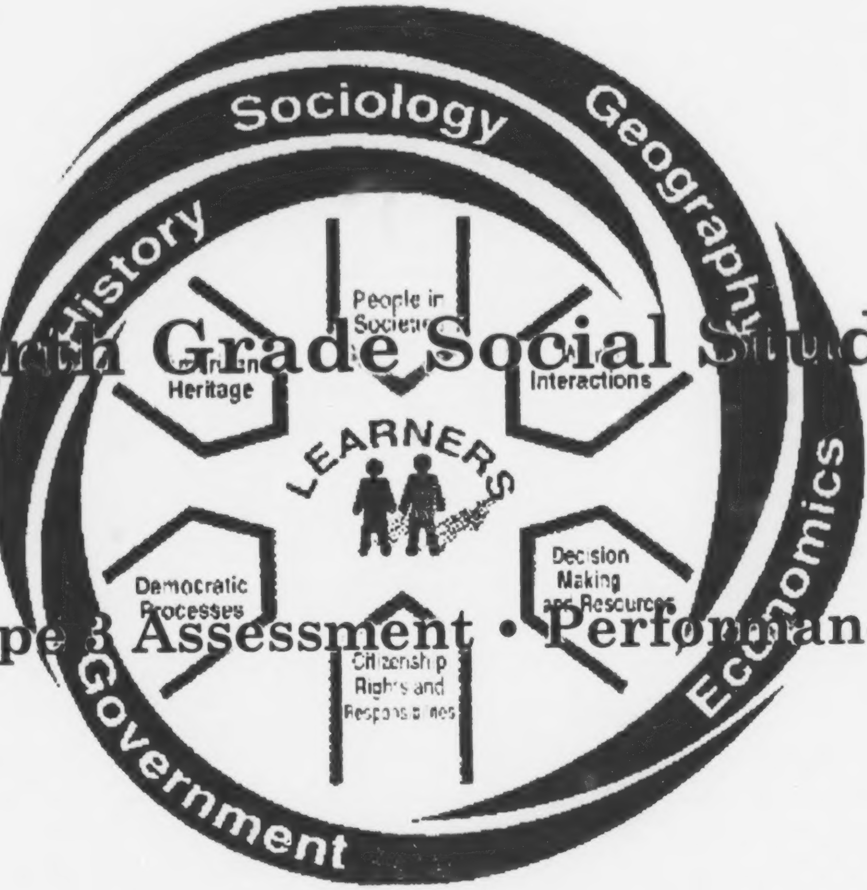
Competency–Based Education Assessment Series

Fourth Grade Social Studies

Type 3 Assessment • Performance


Sociology
Geography
History
Economics
Government
People in Societies
Heritage
Interactions
LEARNERS
Democratic Processes
Decision Making and Resources
Citizenship Rights and Responsibilities

Ohio Department of Education
1997

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About This Instrument

This model competency-based assessment in social studies is intended to assess the essential knowledge and skills students need to be successful at the next level of instruction. The assessments are based on the performance objectives found in *Social Studies: Ohio's Model Competency-Based Program*.

This performance instrument contains items not typically found in traditional tests. There is a mixture of item types to best assess the performance objectives. This type of assessment lends itself to a better integration between instruction and assessment than do more traditional types of assessment and it attempts to provide performance opportunities for students that relate to real-world situations.

This instrument is addressed to teachers and provides direction in designing the assessments. There may be parts of the instrument that can be photocopied for use with students. This instrument contains assessments that are best given over a period of time. The assessments need to be administered in a standardized manner, that is, each student should be assessed during the same time frame and under the same circumstances. The assessments should be scored in the same manner.

In open-ended items, the intent is not to assess students' abilities in grammar, spelling, sentence structure, and other elements of language usage, but to assess their knowledge and skill development in social studies. Conventions of writing should not affect the scoring of these items unless there is interference with the clear communication of ideas.

It is important to note that there may be specific content referred to in particular items that is not part of a school district's social studies program. These items may be modified to more appropriately reflect the content of a particular program.

Scoring information for each assessment item is provided as part of this instrument. Analysis of the item results for an individual student will assist in the determination of that student's attainment of each performance objective. Analysis of the item results for a grade level of students will assist in the determination of a program's effectiveness in helping students attain the objectives. Determination of an attainment standard for the overall assessment will be necessary for reporting data to the State Board of Education on the number and percentage of students shown by the assessment instrument not to have made satisfactory progress toward achieving the objectives during the preceding school year.

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PERFORMANCE OBJECTIVE 1

The learner will select an individual or event from Ohio's history and explain the significance of that individual or event for Ohio's development.

1. Teacher Information

Provide students with a list of famous Ohioans (use the Great Ohioans Hall of Fame from the Ohio Historical Center in Columbus or use lists provided in some textbooks). Have peer collaboration groups of 2 to 3 students choose one name per group from the list.

Tell the students that the list of famous Ohioans keeps getting longer and that some people have suggested that the list be shortened to make it more useful. Each group should prepare a short (3 to 4 minutes) presentation explaining why the person's name it selected should be kept on the list. The presentation should include who the person was; what the person did; an explanation of the students' understanding of "significance"; and how the person selected was significant to the development of Ohio. Allow time for the members of the groups to work together and find needed information.

Let the students know before the presentations begin that they will be able to vote to keep two Ohioans on the list after all of the presentations have been made. Inform the students that they may not vote for the person they presented and that they will have to explain their votes. Also let the students know that their ballots will help to determine how successful the presentations have been.

Have each group deliver its presentation. Use the rating scale on pages 6 and 7 to record information about the group presentations. Following the presentations, allow students to vote using copies of the ballot on page 5.

Have groups of students tally the results of the balloting. Share the results with the students.

Scoring

Student groups should reach at least the mid-point (moving down the list) on each of the four rating scale characteristics.

Assess the student ballots according to the following rubric:

3 pt. -- The student ballot is complete (all entries are made for two Ohioans) and the information accurately reflects the appropriate group presentations.
2 pt. -- The student ballot is complete but has minor errors in relating information from the appropriate group presentations.
1 pt. -- The student ballot is incomplete with accurate information OR the ballot is complete with major errors in relating information from the appropriate group presentations.
0 pt. -- The student ballot is incomplete and has major errors in relating information from the appropriate group presentations.
DNA -- Does not attempt.

Use the complete and accurate ballots (3 pts.) as rating system for the relative success of the group presentations. Count the votes for each Ohioan and award credit for or rank-order the corresponding group presentations.

FAMOUS OHIOANS BALLOT NAME____________________

Directions: One the numbered lines below write the names of two Ohioans you think should remain on the list of famous Ohioans. After each name answer the questions than follow.

1. Name of Ohioan____

What did this person do?____________________________________

____

Why is this person significant in the development of Ohio?

____

____

____

2. Name of Ohioan____

What did this person do?____________________________________

____

Why is this person significant in the development of Ohio?

____

____

____

Fourth Grade Social Studies Competency Assessment
Type 3 • Performance

RATING SCALE

PERFORMANCE OBJECTIVE 1 -- TASK 1

Directions: Make your rating on each of the following characteristics by placing a check at one of the designated points on the scale. In the space for comments, include anything that helps clarify your rating.

STUDENT NAMES____

____

DATE OF OBSERVATION__________________________________

A. To what extent did all group members participate in the presentation?

____ One member dominated the presentation
____
____ Uneven participation by group members
____
____ Group members presented equally

Comments and notes:

B. To what extent did the group cover all aspects of the assignment?

____ No aspect of the assignment was covered (off task)
____
____ Only half of the assignment's aspects were covered
____
____ All of the assignment's aspects were covered

Comments and notes:

C. To what extent did the group explain its understanding of significance?

____ The understanding was not explained

____ The explanation was partially complete and/or clear and appropriate

____ The explanation was complete, clear, and appropriate

Comments and notes:

D. To what extent did the group apply its understanding of "significance" in categorizing the contributions of the person in the group's presentation?

____ The understanding was not explained and could not be applied

____ The understanding was partially and/or inappropriately applied

____ The understanding was completely and appropriately applied

Comments and notes:

2. Teacher Information

Have students create a large Ohio history poster (this could also be a mural or a collage). The poster should contain representations of ten events from throughout Ohio's history that are significant to the state's development. The poster can include a map to show where the selected events took place and a time line to show when the events occurred. There should also be ten accompanying brochures. Each brochure should contain a short description of one of the selected events, indicate when the event took place, briefly explain the students' understanding of "significance", and explain how the selected event is important to the development of Ohio.

Divide the students into ten groups and assign each group the task of selecting an event to include on the poster. After the groups have made an initial determination of the events to include, hold a large-group discussion on the selected events. At this time each of the small groups can provide some initial discussion of the significance of its selected event. Have the large group decide if the events cover the breath of Ohio's history and have the large group draw some conclusions about the content of the poster. Allow each of the small groups time to revise its event selection as needed.

Later, after final event selections have been made, allow the large group to decide upon the overall design of the poster (including a map and time line if desired). Space should be allotted for each of the small groups to include representations of the event it selected.

Each of the ten groups organized around the historical events should work on preparing its text for the poster brochures. The groups should plan and execute the illustrations to be used on the poster. Each group should also determine the placement of its chosen event on the map and time line (if these are used).

The groups should complete their brochures. The finished posters and the assembled brochures from all of the fourth-grade classes should then be arranged in a display for judging.

Invite representatives of community organizations, public agencies, or businesses to judge the posters with the accompanying brochures from each classroom. Service clubs, parent organizations, libraries, mayor's offices, restaurants, and/or banks could be solicited for this purpose. The judging would involve the local groups in making selections of the posters and brochures they would want to display at meetings or in public areas. The selection could be made by having the local groups rank order or score the posters they would be interested in displaying. The posters might be displayed in conjunction with a community history week or pride week.

Use the rating scale on pages 10 - 12 to record information about the group presentations.

Scoring

Student groups should reach at least the mid-point (moving down the list) on each of the seven rating scale characteristics.

The relative worth of the projects to community members can be measured by the rank order or score attributed to each project by community groups invited to participate in the judging.

RATING SCALE

PERFORMANCE OBJECTIVE 1 -- TASK 2

Directions: Make your rating on each of the following characteristics by placing a check at one of the designated points on the scale. In the space for comments, include anything that helps clarify your rating.

STUDENT NAMES____

____

DATE(S) OF OBSERVATION____________________________________

A. To what extent did all group members participate in the project (large-group discussion, poster construction, brochure development)?

____ One member dominated the participation
____
____ Uneven participation by group members
____
____ Group members participated equally in the project

Comments and notes:

B. To what extent did the group cover all aspects of the assignment (participation in large-group discussion, poster construction, brochure development)?

____ No aspect of the assignment was covered (off task)
____
____ Only some of the assignment's aspects were covered
____
____ All of the assignment's aspects were covered

Comments and notes:

C. To what extent was the group's work accurate (brochure information, poster illustration, placement of data on map and/or time line)?

____ The work was not accurate

____ The work was partially accurate

____ The work was completely accurate

Comments and notes:

D. To what extent did the group explain its understanding of significance?

____ The understanding was not explained

____ The explanation was partially complete and/or clear and appropriate

____ The explanation was complete, clear, and appropriate

Comments and notes:

E. To what extent did the group apply its understanding of "significance" in its explanation of the event in the brochure ?

____ The understanding was not explained and could not be applied

____ The understanding was partially and/or inappropriately applied

____ The understanding was completely and appropriately applied

Comments and notes:

F. To what extent did the group explain the significance of its event in the brochure (with or without applying its understanding of "significance") ?

____ The significance was not explained

____ The significance was partially and/or inappropriately explained

____ The significance was completely and appropriately explained

Comments and notes:

G. To what extent were the group's brochure and contribution to the poster neat and clearly express the message of the poster?

____ The work was not neat and did not express the poster's message

____ The work was fairly neat and partially expressed the poster's message

____ The work was neat and expressed the poster's message

Comments and notes:

PERFORMANCE OBJECTIVE 1

The learner will select an individual or event from Ohio's history and explain the significance of that individual or event for Ohio's development.

PERFORMANCE OBJECTIVE 2

The learner will identify various kinds of cultural groups that have lived or live in Ohio and describe their contributions to the development of the state.

3. Teacher Information

Have students create a large "Contributions to Ohio" poster (this could also be a mural or a collage) to display in the classroom or elsewhere in the school. The poster should contain representations of eight to ten individuals exemplifying different cultural groups from throughout Ohio's history that made contributions to the state's development (an entire cultural group could also be selected). The poster can include a map to show where the selected individuals have resided or made particular contributions and a time line to show when the contributions occurred. There should also be eight to ten accompanying brochures that provide some background on the cultural group represented by each individual, briefly explain the students' understanding of "significance", and explain how the cultural group's contribution is important to the development of Ohio.

Divide the students into eight to ten peer groups and assign each group the task of selecting an individual symbolizing a cultural group to include on the poster. After the peer groups have made an initial determination of the people and contributions to include, hold a large-group discussion on the selections. At this time each of the small groups can provide some initial discussion concerning the significance of the contributions of its selection. Have the large group decide if the selections cover the breath of Ohio's history and have the large group draw some conclusions about the content of the poster. Allow each of the peer groups time to revise its selection as needed.

Later, after final selections have been made, allow the large group to decide upon the overall design of the poster (including a map and time line if desired). Space should be allotted for the peer groups to include representations of the individuals and contributions they selected.

Each of the peer groups organized around a specific individual should work on preparing the text for its poster brochure. The groups should plan and execute the illustrations to be used on the poster. Each group should also determine the placement of its chosen event on the map and time line (if these are used).

The groups should complete their brochures. The finished posters and the assembled brochures from all of the fourth-grade classes should then be arranged in a display for judging.

Invite representatives of community organizations, public agencies, or businesses to judge the posters with the accompanying brochures from each classroom. Service clubs, parent organizations, libraries, mayor's offices, restaurants, and/or banks could be solicited for this purpose. The judging would involve the local groups in making selections of the posters and brochures they would want to display at meetings or in public areas. The selection could be made by having the local groups rank order or score the posters they would be interested in displaying. The posters might be displayed in conjunction with a community history week or pride week.

Use the rating scale on pages 15 - 17 to record information about the group presentations.

Scoring

Student groups should reach at least the mid-point (moving down the list) on each of the seven rating scale characteristics.

The relative worth of the projects to community members can be measured by the rank order or score attributed to each project by community groups invited to participate in the judging.

RATING SCALE

PERFORMANCE OBJECTIVES 1 & 2

Directions: Make your rating on each of the following characteristics by placing a check at one of the designated points on the scale. In the space for comments, include anything that helps clarify your rating.

STUDENT NAMES____

____

DATE(S) OF OBSERVATION____

A. To what extent did all group members participate in the project (large-group discussion, poster construction, brochure development)?

____ One member dominated the participation

____ Uneven participation by group members

____ Group members participated equally in the project

Comments and notes:

B. To what extent did the group cover all aspects of the assignment (participation in large-group discussion, poster construction, brochure development)?

____ No aspect of the assignment was covered (off task)

____ Only some of the assignment's aspects were covered

____ All of the assignment's aspects were covered

Comments and notes:

C. To what extent was the group's work accurate (brochure information, poster illustration, placement of data on map and/or time line)?

____ The work was not accurate

____ The work was partially accurate

____ The work was completely accurate

Comments and notes:

D. To what extent did the group explain its understanding of significance?

____ The understanding was not explained

____ The explanation was partially complete and/or clear and appropriate

____ The explanation was complete, clear, and appropriate

Comments and notes:

E. To what extent did the group apply its understanding of "significance" in its explanation of the event in the brochure ?

____ The understanding was not explained and could not be applied

____ The understanding was partially and/or inappropriately applied

____ The understanding was completely and appropriately applied

Comments and notes:

F. To what extent did the group explain the significance of its event in the brochure (with or without applying its understanding of "significance") ?

____ The significance was not explained

____ The significance was partially and/or inappropriately explained

____ The significance was completely and appropriately explained

Comments and notes:

G. To what extent were the group's brochure and contribution to the poster neat and clearly express the message of the poster?

____ The work was not neat and did not express the poster's message

____ The work was fairly neat and partially expressed the poster's message

____ The work was neat and expressed the poster's message

Comments and notes:

PERFORMANCE OBJECTIVE 2

The learner will identify various kinds of cultural groups that have lived or live in Ohio and describe their contributions to the development of the state.

4. Teacher Information

This activity will require a supply of back issues of a newspaper for students to use (an urban daily would probably be the most useful). Another approach would be to allow students adequate time to gather the necessary information from daily newspapers as they are printed and distributed.

Have the students search for newspaper articles which feature cultural groups. The expression "cultural groups" refers to a number of individuals sharing unique characteristics (e.g., race, ethnicity, national origin, and religion). For this task students could also look for other types of cultural groups.

The students should find five articles that focus on cultural groups. Have the students categorize the group or groups discussed in each article by the type of group they represent (ethnic, religious, etc.). The students should find articles which enable them to use only one or two categories; this will facilitate their work on this task. For each article, the students should then explain their rationale for the categorization of the group(s) discussed in the article. The student should then characterize the nature of the activities reported in each article. These might include activities related to education; community development; assisting the needy; economic development; or social gatherings. The students should complete these steps for all five articles. Finally, the students should offer a summary of the examples they used (e.g., "Most of the religious groups were helping educate children. They taught about drugs, getting along with people, and other things.").

The original articles should be submitted with the student work for purposes of scoring.

Scoring

Assess the student's response according to the following rubric:

4 pt. -- The student makes an appropriate categorization of the cultural groups; offers a clear explanation of the basis for making the categorizations; makes appropriate characterizations of the activities reported in the articles; and includes a correct summary of the specific examples.

3 pt. -- The student makes an error in only one of the following: an appropriate categorization of the cultural groups; a clear explanation of the basis for making the categorizations; appropriate characterizations of the activities reported in the articles; and correct summary of the specific examples.

2 pt. -- The student makes an error in only two of the following: an appropriate categorization of the cultural groups; a clear explanation of the basis for making the categorizations; appropriate characterizations of the activities reported in the articles; and correct summary of the specific examples.

1 pt. -- The student makes an error in three of the following: an appropriate categorization of the cultural groups; a clear explanation of the basis for making the categorizations; appropriate characterizations of the activities reported in the articles; and correct summary of the specific examples.

0 pt. -- The student makes an error in all four of the following: an appropriate categorization of the cultural groups; a clear explanation of the basis for making the categorizations; appropriate characterizations of the activities reported in the articles; and correct summary of the specific examples.

DNA -- Does not attempt.

PERFORMANCE OBJECTIVE 3

The learner will choose a foreign nation and provide examples of political and economic ties Ohio has with that nation.

5. Teacher Information

Have the students in the class meet in groups of three to four individuals. Ask each group to select a foreign nation it thinks trades goods and services with Ohio. The groups should record the name of the selected country and list the products or services the students think are traded.

Have each student look for an example of a product, product label, packaging, advertising, or some other information which clearly indicates that the product involved was produced (grown, assembled, manufactured, originated, "made in," "from ____ components") in another nation. While they should try to look for an example that fits the nation and products or services their groups selected, students should not limit their efforts to that extent. Each student should bring an example whether or not it fits the preconceived notions of the student's group. These examples should be available from stores in Ohio. Have the students bring their examples to school with their name attached and with a separate sheet of paper identifying the product/service with the name of the nation of origin. The students can then set their examples up in a display.

Each of the original groups should examine the display and determine if any of the examples match with the nation and products or services the group earlier identified. Have the students categorize the examples by the nations in which they originated. Have the class use the categories and examples to help create a master list or chart of the nations and the products and/or services they provide to Ohio. This information can be copied and passed back to the students for them to put in their social studies folders or portfolios and use in other lessons.

A possible extension of this task would involve the students in doing research. The students could look for information on Ohio and one of its trading partners to offer an explanation of the reasons for the trading relationship(s) exemplified by the examples the students brought in for the original task.

Scoring

Assess the student's response according to the following rubric:

Satisfactory -- The student has provided an example of a product, product label, packaging, advertising, or some other information that clearly indicates production in a foreign nation and the student makes a correct identification of the nation.

Unsatisfactory -- The student has provided an example of a product, product label, packaging, etc. that does not clearly indicate production in a foreign nation OR the student make an incorrect identification of the nation involved in the example.

DNA -- Does not attempt.

PERFORMANCE OBJECTIVE 4

The learner will locate places on a map by using a grid location system and a direction finder.

6. Teacher Information

Obtain a state, county, township, village, or city map that uses a number/letter grid and a direction finder. It may be advisable to use a map of an area that is not limited to the residences of the students so that students are locating places on the basis of the grid and direction finder and not from rote.

Provide the students with a list of five place names from the index of the map. Have the students use the index to find the grid locations or provide students with the grid locations. Have the students point to or label on the map the places listed in the index. Also give students five questions which also require them to use the direction finder in association with the map grid (see sample question below).

Sample question:
Find Lodi (L-8) on the map. If you are driving a car and follow Ohio Route 83 southeast and south from Lodi, what is the next village that you will enter?

Scoring

Assess the student's response according to the following rubric:

Satisfactory -- The student has located all ten places correctly.
Unsatisfactory -- The student has located nine or fewer places correctly .
DNA -- Does not attempt.

7. Teacher Information

Repeat the assessment task as in number 6 using a new map and set of questions.

Scoring

Assess the student's response according to the following rubric:

Satisfactory -- The student has located all ten places correctly.
Unsatisfactory -- The student has located nine or fewer places correctly .
DNA -- Does not attempt.

PERFORMANCE OBJECTIVE 5

The learner will identify and classify the factors of production needed to produce a given good or service.

8. Teacher Information

Arrange to have the class visit a local factory, farm, or business that the class has not previously studied. Work with the host site so that the tour will expose students to the different factors of production involved with the activities of the site. Also arrange for stops during the tour so that students will have time to complete a handout.

Provide the handout on the following pages to the students to use during the visit (remind the students to bring pencils and a notebook with a stiff, smooth cover for a writing surface). Allow students time during the tour to identify examples of the various factors of production.

Scoring

Assess the student's response according to the following rubric:

4 pt. -- The student makes at least four complete and correct entries.
3 pt. -- The student makes three complete and correct entries.
2 pt. -- The student makes two complete and correct entries.
1 pt. -- The student makes one complete and correct entry.
0 pt. -- The student makes no complete and correct entries.
DNA -- Does not attempt.

FACTORS OF PRODUCTION
FIELD TRIP

NAME____________________

Directions: Read the following information and then create the list with the needed information.

On this field trip you will be taking a tour. During the tour you are to look for examples of the various factors of production we have studied in class.

You will need to identify five examples of productive resources you see in the business we visit. List five of those resources below and include at least one example for each factor. Explain how each resource is involved in the business. Label each resource as the factor of production it represents. The factors of production are land, labor, capital, and entrepreneurship.

Two samples have been done for you. They are from a visit to a restaurant. Do not use the samples as your answers.

SAMPLE 1:

THE RESOURCE -- Waiter
  HOW IT IS INVOLVED -- took the order and brought the food
  THE FACTOR OF PRODUCTION -- labor

SAMPLE 2:

THE RESOURCE -- Cash register
  HOW IT IS INVOLVED -- used to make change when the meal was paid for
  THE FACTOR OF PRODUCTION -- capital

EXAMPLE 1:

THE RESOURCE -- ______________________________

  HOW IT IS INVOLVED -- ______________________________

  ____

  THE FACTOR OF PRODUCTION -- ______________________________

EXAMPLE 2:

THE RESOURCE -- ______________________________

HOW IT IS INVOLVED -- ______________________________

____

THE FACTOR OF PRODUCTION -- ______________________________

EXAMPLE 3:

THE RESOURCE -- ______________________________

HOW IT IS INVOLVED -- ______________________________

____

THE FACTOR OF PRODUCTION -- ______________________________

EXAMPLE 4:

THE RESOURCE -- ______________________________

HOW IT IS INVOLVED -- ______________________________

____

THE FACTOR OF PRODUCTION -- ______________________________

EXAMPLE 5:

THE RESOURCE -- ______________________________

HOW IT IS INVOLVED -- ______________________________

____

THE FACTOR OF PRODUCTION -- ______________________________

PERFORMANCE OBJECTIVE 6

Given an example of a state governmental activity, the learner will describe how the activity addresses a purpose or purposes of government.

9. Teacher Information

This activity will require a supply of back issues of a newspaper for students to use (an urban daily would probably be the most useful). Another approach would be to allow students adequate time to gather the necessary information from daily newspapers as they are printed and distributed. Magazines or student periodicals could also be used.

Provide the handout on the following page to the students. Allow students time to complete the task depending on the approach used above.

Scoring

Assess the student's response according to the following rubric:

3 pt. -- The student has two examples with appropriate identifications and supporting rationales.
2 pt. -- The student has two examples with no more than two minor errors in identifications and/or rationales.
1 pt. -- The student has two examples with only one major and one minor error in either the identifications and/or rationales.
0 pt. -- The student has only one complete and correct example or has two examples with two or more major errors in the identifications and/or the rationales.
DNA -- Does not attempt.

PURPOSES OF STATE GOVERNMENT

NAME____________________

Directions: Read the following information and then complete the assignment.

The purposes of state government include:

a. helping control what people do
b. keeping people safe
c. deciding who gets helped by the state government
d. deciding what responsibilities and duties people have
e. providing ways for people to end conflicts peacefully
f. protecting the rights of individuals
g. helping make the state a good place for all people to live

Use newspaper or magazine articles to find two examples of state government activities that meet the purposes listed above. For each example you find write a brief description of the story, identify a purpose or purposes of state government the story illustrates and write a short description to explain why you think the purpose fits with the information in the story. Attach copies of the articles you used to this paper.

A sample has been done for you. Begin your first example in the space below and write your second example on the back of this paper.

SAMPLE:

The article said that Sam Jones was giving a speech on the steps of the state capital in Columbus. Other people did not like what he was saying and tried to push him off of the steps. Officers from the State Highway Patrol kept the crowd away from Mr. Jones.

This is an example of state government controlling what people do. The government was also protecting the rights of individuals.

The Highway Patrol stopped the crowd from bothering Mr. Jones. The state controlled the people. Mr. Jones has a right to speak and the Highway Patrol protected him when he made his speech. The state protected his right.

EXAMPLE 1:

PERFORMANCE OBJECTIVE 7

Given a series of statements about public issues or policies, the learner will identify whether each is a statement of fact or opinion.

10. Teacher Information

A student periodical (e.g., Scholastic News) will be the basis for this activity. Other periodicals could be used.

Select an article that focuses on public issues or policies. Locate examples of factual statements and statements of opinion.

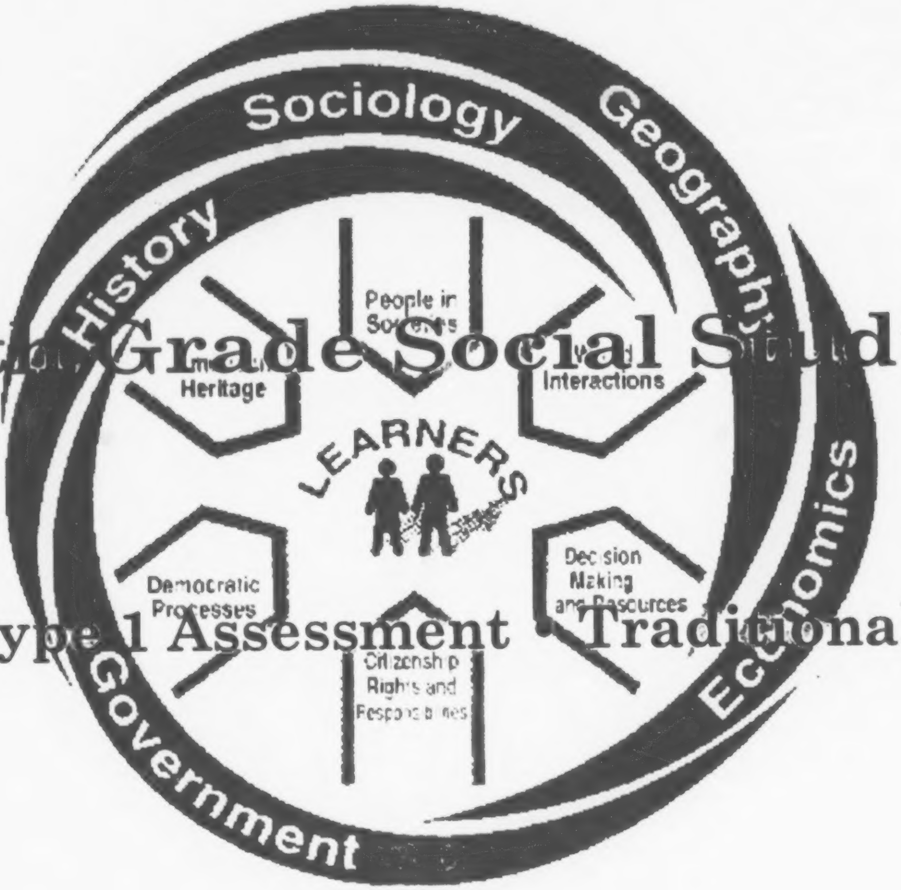
Tell the students which article they are to use. Help them to locate and number the statements that have been selected for this assessment (or photocopy a marked and numbered version of the article to distribute to the students). Instruct them to list the numbers of the statements on a separate sheet of paper. Ask the students to examine each statement in the article to determine if it is factual statement or a statement of opinion and to write their answer next to the appropriate number on their paper. Have students explain why they identified one of the statements as a factual statement and why they identified another statement as a statement of opinion.

Scoring

Assess the student's response according to the following rubric:

3 pt. -- The student identifies all of the statements correctly and offers complete and appropriate explanations for two of the identifications.
2 pt. -- The student identifies all of the statements correctly and offers a complete and appropriate explanation for one of the identifications OR the student identifies most of the statements correctly and offers complete and appropriate explanations for two of the correct identifications.
1 pt. -- The student identifies all of the statements correctly but does not offer complete or appropriate explanations for two of the identifications OR the student identifies most of the statements correctly and offers a complete and appropriate explanation for at least one of the correct identifications.
0 pt. -- The student does not identify most of the statements correctly and may or may not offer a complete and appropriate explanation for at least one of the correct identifications.
DNA -- Does not attempt.

Competency–Based Education Assessment Series


Sociology
Geography
Economics
Government
History
People in Societies
World Interactions
Decision Making and Resources
Citizenship Rights and Responsibilities
Democratic Processes
American Heritage
LEARNERS

Fifth Grade Social Studies

Type 1 Assessment • Traditional

Ohio Department of Education
1997

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About This Instrument

This model competency-based assessment in social studies is intended to assess the essential knowledge and skills students need to be successful at the next level of instruction. The assessments are based on the performance objectives found in *Social Studies: Ohio's Model Competency-Based Program.*

This instrument contains items typically found in traditional tests. There is a mixture of item types in order to best assess the performance objectives.

This instrument contains assessment items designed to be copied as is and to be used with students. The assessment items need to be administered in a standardized manner, that is, each student should be assessed during the same time frame and under the same circumstances. The assessment items should be scored in the same manner.

In open-ended items, the intent is not to assess students' abilities in grammar, spelling, sentence structure, and other elements of language usage, but to assess their knowledge and skill development in social studies. Conventions of writing should not affect the scoring of these items unless there is interference with the clear communication of ideas.

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Introduction to the Student

This booklet contains questions about the things you have worked on in social studies this year. Your answers to these questions will help your teacher know what you have learned.

Some questions have special instructions or something for you to read before you answer them. Read all of the information and the questions carefully before you mark or write an answer. You will see two types of questions: multiple choice and short answer.

A multiple-choice question has four possible answers for you to choose. For this type of question select one answer and fill in the circle next to it.

A short-answer question will ask you to write a response. Read what the question asks you to do and write your response. One or two sentences will be all that you need to write when answering this type of question.

Use the information from the following selection to answer questions 1 and 2.

Dr. Martin Luther King, Jr. was a leader of the civil rights movement in the United States during the 1950's and 1960's. He tried to persuade other Americans with African ancestors to use peaceful methods when challenging laws that discriminated against people because of their race. Dr. King encouraged people to take part in marches protesting actions of government leaders that did not treat all people equally. He helped to organize boycotts in which his followers would refuse to buy goods and services from stores, restaurants, or bus lines that did not act fairly toward people. Several times, Dr. King and some of his followers were arrested because they disobeyed local laws.

1. During the 1950's and 1960's, some African Americans participated in protests because they:

○ A. controlled the government.

○ B. were protected from going to jail.

○ C. were not treated justly under the laws.

○ D. had civil rights which were respected.

2. Which of the following methods of protest would African Americans have used when they followed Dr. King's advice?

○ A. giving speeches

○ B. setting fire to buildings

○ C. throwing stones at people

○ D. forcing cars off of the road

Use the information from the following selection to answer questions 3 and 4.

During World War II, Daniel K. Inouye, a Japanese-American from Hawaii, joined the Army. But many other Japanese-Americans from the West Coast of the United States were forced to leave the homes where they had lived for many years. They had to move far away and stay in camps that were like prisons even though they were not guilty of crimes. Other people in the United States thought the Japanese-Americans would help Japan, an enemy of the United States at that time. Daniel Inouye's Army unit, made up of Japanese-Americans like himself, was sent to fight in Europe against Italy. After the war, Japanese-Americans went back to their regular lives and some, like Daniel Inouye, had much success in school and careers. He studied law in college and in 1959 he became the first United States Representative from the State of Hawaii.

3. Why were some Japanese-Americans allowed to join the Army during World War II when the United States was fighting Japan?

○ A. The United States did not have enough soldiers at that time.

○ B. The Japanese-Americans only fought after Japan was defeated.

○ C. The United States did not use them until after the war was over.

○ D. The Japanese-Americans were not used in combat against Japan.

4. How can the changing treatment of Japanese-Americans during the 1940's and 1950's be explained?

○ A. People only knew about Japanese-Americans in the 1950's.

○ B. Japanese-Americans fought against the United States in the 1940's.

○ C. Wartime fears in America kept people from treating Japanese-Americans as fellow citizens.

○ D. It took many years for Japanese-Americans to learn the customs and traditions of the United States.

Use the information from the following selection to answer questions 5 and 6.

Geraldine Ferraro, an Italian-American Roman Catholic, could be called a "lady of firsts". She was elected as tne first female representative from the Ninth Congressional District in New York in 1978. In 1984 she became the first woman to chair the Democratic Party platform committee . She also became the first woman nominated by a major political party for Vice President.

Ferraro was picked to run for Vice President with Walter Mondale because of her leadership and political experience. Democratic Party leaders also felt she would appeal to women, Italian-Americans, and Roman Catholics. Despite a hard-fought campaign, the Mondale-Ferraro ticket received only 41 percent of the popular votes and was soundly defeated. Studies showed that Geraldine Ferraro did not attract as many votes from women and Italian-Americans as had been expected. However, this "lady of firsts" has encouraged other women to become involved in politics.

5. What can be said about the opportunities for women in United States politics?

   ○ A. They have no opportunity to be elected to political office.

   ○ B. They have gained high political offices throughout American history.

   ○ C. They have had opportunities to hold major political offices in recent years.

   ○ D. They have had no change in their opportunities to hold political office in the United States.

6. What does the story about Geraldine Ferraro show about the voting habits of Italian-Americans?

   ○ A. They never vote when elections are held.

   ○ B. They give total support to candidates who are Italian-American.

   ○ C. They never give any support to candidates who are Italian-American.

   ○ D. They consider other things in addition to heritage when deciding which candidates to vote for.

7. Iceland is an island in the North Atlantic. It was built up by the activity of volcanoes. Explain two ways the people of Iceland would be affected by the eruption of a new volcano in the ocean just one mile off the western coast of Iceland.

One

Two

8. Ohio averages around 35 to 40 inches of rain each year. Explain two ways life in Ohio would be different if the average rainfall dropped to about 10 inches each year for the next thirty years.

One

Two

9. Years ago, communities across the United States had streets lined with large elm trees. An attack of Dutch elm disease killed many of these trees. What would be two effects on a community where the elm trees were destroyed?

One____

Two____

10. During the 1800's there were many gold and silver mines in the western United States. Eventually these mines were "played out". This meant that the ores which were easy to remove had already been dug out of the mines. What would be two effects of the mines being "played out"?

One____

Two____

Use the information from the following selection to answer questions 11 - 14.

Shawn needed some extra money to buy a baseball glove. He decided to sell caramel apples during a neighborhood block party. Shawn's dad helped him make 50 delicious caramel apples. His sister, Beth, made him a sign to tell people the apples cost $1.00 apiece. As Shawn set up his table by the street, Michaela stopped to buy an apple for her brother. Soon Ivy came by and bought five apples. Because his treats were so good, Shawn sold all of the apples to his neighbors by early afternoon.

11. Who was an example of a producer in the story?

○ A. Ivy
○ B. Shawn
○ C. Michaela
○ D. Michaela's brother

12. Who was an example of a consumer in the story?

○ A. Beth
○ B. Shawn
○ C. Michaela
○ D. Shawn's dad

13. How did Shawn benefit from the exchange with Michaela?

○ A. He met Michaela's brother.
○ B. He got to work with his Dad.
○ C. He got his sister to make the sign.
○ D. He received money that he needed.

14. How did Ivy benefit from the exchange with Shawn?

- ○ A. She had fun at the block party.
- ○ B. She got to carry all of the apples home.
- ○ C. She had delicious caramel apples to eat.
- ○ D. She received no benefit from the exchange.

Use the information from the following selection to answer question 15.

One day as he was working in his garden, Mr. MacGregor spotted a rabbit and chased it with his hoe. He ran into a fence and broke the top rail. He later went to a local lumber yard and asked Mr. Duffy if he would cut a piece of lumber to the size needed to fix the fence. Mr. Duffy cut the lumber and charged Mr. MacGregor $3.50. Mr. MacGregor fixed his fence and promised himself to be more careful chasing rabbits.

15. How did the consumer in the story benefit from the exchange with the producer?

____

____

____

____

Use the information in the following passage to answer questions 16 and 17.

Two members of the village council of Trentville suggested that parking not be allowed along one block of a street in the business district. It was part of a plan to beautify the village. About 100 citizens attended the next council meeting. Some of them spoke in favor of the suggestion and said it would make the street safer. Some spoke against the suggestion and said people would not shop in the stores if they could not park nearby. The council later decided to not allow parking along the street. During the next election, some village residents voted against the two council members who suggested the new idea about parking.

16. What characteristic of American democracy is illustrated by the citizens speaking out at the village council meeting?

○ A. powers of government are limited by law

○ B. rights are guaranteed by the U.S. Constitution

○ C. people do not have to support their claims with facts

○ D. citizens have the privilege to influence decisions of government officials

17. What characteristic of American democracy is illustrated by the citizens voting against the two council members?

○ A. powers of government are limited by law

○ B. people directly control the actions of government

○ C. government is run through elected representatives

○ D. citizens have the privilege to influence decisions of government officials

18. Citizens are sometimes called to serve on juries. They may have to say if a person is guilty or innocent of a crime. What characteristic of American democracy is illustrated by juries determining guilt or innocence?

○ A. powers of government are limited by law

○ B. people have the right and responsibility to vote

○ C. people accused of crimes have no rights under the Constitution

○ D. governmental decisions are sometimes made directly by the people

19. On some election days in Ohio, voters are asked to approve tax levies. If these levies are approved it means that citizens will pay additional money to support the activities of government. What characteristic of American democracy is illustrated by voters choosing whether or not to approve a tax levy?

○ A. powers of government are limited by law

○ B. people do not have to obey laws they disagree with

○ C. government is run through elected representatives

○ D. governmental decisions are sometimes made directly by the people

20. The Preamble to the United States Constitution says: "We, the people of the United States, . . . establish this Constitution for the United States of America." What characteristic of American democracy is illustrated by this statement from the Preamble to the United States Constitution?

○ A. people can influence decisions of government

○ B. government is run through elected representatives

○ C. the people are the final source of the government's powers

○ D. people have certain responsibilities under the Constitution

21. A city requires that people use a leash to walk their dogs. A person cannot be arrested in that city for walking a dog if he or she is using a leash. What characteristic of American democracy is illustrated by this situation?

○ A. citizens have a right to vote

○ B. the powers of government are limited by law

○ C. government is run through elected representatives

○ D. the people have a responsibility to influence government decisions

22. The local newspaper contains an editorial with the title, "Time to Expand City Bus Services". Which of the following statements would **not** support the position of the editorial?

○ A. Surveys indicate that city residents want bus routes added to the new mall and the industrial park.

○ B. City engineers report that traffic congestion has added five minutes to the average rush hour drive time.

○ C. According the recent census information, the population of the county has declined over the last twenty years.

○ D. Last year, more than any other year, people rode city buses to special events such as the Fourth of July Parade and the annual Cityfest .

23. A candidate for township trustee says that he is opposed to any tax increase for the township. He argues that the township does not need to raise taxes at this time. Which of the following statements would support his position?

○ A. A recent report by the road crew foreman listed six township roads needing to be repaved.

○ B. The township has not spent all of the tax money it has received during any of the past five years.

○ C. The costs of maintaining the township cemeteries have increased by $16,000 since the last tax levy passed.

○ D. Township residents have requested that drainage ditches be cleaned twice each year instead of just once each year.

24. Your friend says that Mrs. Owens is more qualified to be county commissioner than Mr. Mehta. Which of the following statements is a factual statement that would support your friend's opinion?

O A. More people support Mehta for election.

O B. Owens is an excellent public speaker on local issues.

O C. Mehta owns 100 acres more land in the county than Owens.

O D. Owens has experience as county commissioner, Mehta has no experience.

25. A political advertisement in a local newspaper reads:

WASTE IS A TERRIBLE THING TO WASTE
Support Community Recycling
Vote FOR Issue 5

Which of the following statements could be added to the advertisement to best support the position that a community recycling program is needed?

O A. Recycling would increase the cost of trash pickup.

O B. The nearest recycling center at this time is fifty miles away.

O C. 35% of community homeowners surveyed do not want to recycle.

O D. Community recycling did not work when it was tried six years ago.

26. Your neighbor puts up a lawn sign that says:

Vote
ESHKOL
for Judge
He's tough on criminals

Which of the following statements provides the best support for the idea that Eshkol is tough on criminals?

○ A. Eshkol is the candidate approved by local lawyers.

○ B. In a survey, 8 out of 10 people surveyed said that Eshkol was the best candidate.

○ C. Court records show that Eshkol sentenced more convicted criminals to jail than any other judge.

○ D. Marcia Scala, Sheriff's Deputy, says, "Whenever I'm sitting in my patrol car, I'm glad Eshkol is sitting on the court bench."

27. A local cable television station is broadcasting a special news program about schools. One of the participants on the program takes the position that the city should put up pedestrian walk lights at the intersection of First Avenue and Maple Street by Edwards Elementary. Which of the following statements would **not** support the position of the participant?

○ A. First Avenue was widened from two to four lanes last year.

○ B. Four students have been injured at the intersection since school began.

○ C. Enrollment at Edwards Elementary has gone up from 540 students to 720 students.

○ D. A traffic survey shows that the volume of traffic on Maple Street has decreased over the last five years.

SCORING GUIDE

PERFORMANCE OBJECTIVE 1

The learner will identify significant individuals from the past in North America and explain their contributions to the cultural heritage of the United States.

No items.

PERFORMANCE OBJECTIVE 2

After reading about individuals who represent a cultural group, the learner will draw inferences about the experiences, problems, and opportunities the group encountered in the past.

1. C is the correct response because it acknowledges the discrimination referred to in the passage.

2. A is the correct response because it reflects the peaceful methods advocated by Dr. King.

3. D is the correct response as it is the only one supported by the passage.

4. C is the correct response as it is the only one supported by the passage.

5. C

6. D

PERFORMANCE OBJECTIVE 3

Given a choice among changes in landforms, climate, natural vegetation, or resources, the learner will discuss the positive or negative consequences of a change occurring in one of the choices.

7. 2 pt. -- The student provides two plausible explanations of changes (positive or negative) that would occur in Iceland (e.g.: Iceland would have more land, many fish would be killed and the fishing industry disrupted, people would come to see the volcano, an ash cloud could affect the weather, etc.).
   1 pt. -- The student provides one plausible explanation of a change that would occur in Iceland.
   0 pt. -- The student does not provide any plausible explanation of a change that would occur in Iceland.
   DNA -- Does not attempt.

8. 2 pt. -- The student provides two plausible explanations of changes (positive or negative) that would occur in Ohio (e.g.: farmers would change farming methods or crops, there would be shortages of drinking water, there might be more days to go swimming, swimming pools may not be opened, etc.).
   1 pt. -- The student provides one plausible explanation of a change that would occur in Ohio.
   0 pt. -- The student does not provide any plausible explanation of a change that would occur in Ohio.
   DNA -- Does not attempt.

9. 2 pt. -- The student provides two plausible explanations of changes (positive or negative) that would occur in the community (e.g.: there would not be as much shade, new trees would have to be planted, dead trees would have to be taken down, research might begin into how the disease could be prevented, etc.).
   1 pt. -- The student provides one plausible explanation of a change that would occur in the community.
   0 pt. -- The student does not provide any plausible explanation of a change that would occur in the community.
   DNA -- Does not attempt.

10. 2 pt. -- The student provides two plausible explanations of changes (positive or negative) that would occur in the western United States (e.g.: people lost their jobs, people had to move to other areas, "ghost towns" developed, there was less damage to the environment, these areas have now become tourist attractions, etc.).
    1 pt. -- The student provides one plausible explanation of a change that would occur in the western United States.
    0 pt. -- The student does not provide any plausible explanation of a change that would occur in the western United States.
    DNA -- Does not attempt.

PERFORMANCE OBJECTIVE 4

Given maps of North America, the learner will identify and compare physical and cultural regions.

No items.

PERFORMANCE OBJECTIVE 5

The learner will select an example of producers and consumers exchanging goods or services and indicate the benefits of the exchange for each group.

11. B is the correct response because the other choices indicate people who are consumers.

12. C is the correct response because the other choices indicate people who are producers.

13. D is the correct response because it illustrates the only benefit directly resulting from the exchange.

14. C is the correct response because it illustrates the only benefit directly resulting from the exchange.

15. 2 pt. -- The student identifies Mr. MacGregor as the consumer and offers an appropriate explanation of how he benefited from the exchange (e.g.: he got the lumber he needed, the lumber was cut to the size he needed, he was able to fix his fence, etc.).
1 pt. -- The student identifies Mr. MacGregor as the consumer but does not offer an appropriate explanation of how he benefited from the exchange (e.g.: he was able to catch the rabbit, he made money from the sale, etc.).
0 pt. -- The student does not identify Mr. MacGregor as the consumer and as a result cannot explain how he benefited from the exchange.
DNA -- Does not attempt.

PERFORMANCE OBJECTIVE 6

Given examples of political activity, the learner will discuss how they illustrate characteristics of American democracy.

16. D is the correct response because the citizens who spoke at the meeting were trying to influence a decision of the government.

17. C is the correct response because the council members are elected representatives.

18. D is the correct response because members of the jury (the people) determine guilt or innocence (decision).

19. D is the correct response because voters (the people) determine if a tax will be levied (decision).

20. C is the correct response because it is a paraphrase of the ideas presented from the Preamble.

21. B is the correct response because there must be a legal basis for an arrest.

PERFORMANCE OBJECTIVE 7

The learner will analyze information on civic issues by organizing key ideas with their supporting facts.

22. C is the statement that does not support the position of the editorial.

23. B is the statement that supports the position.

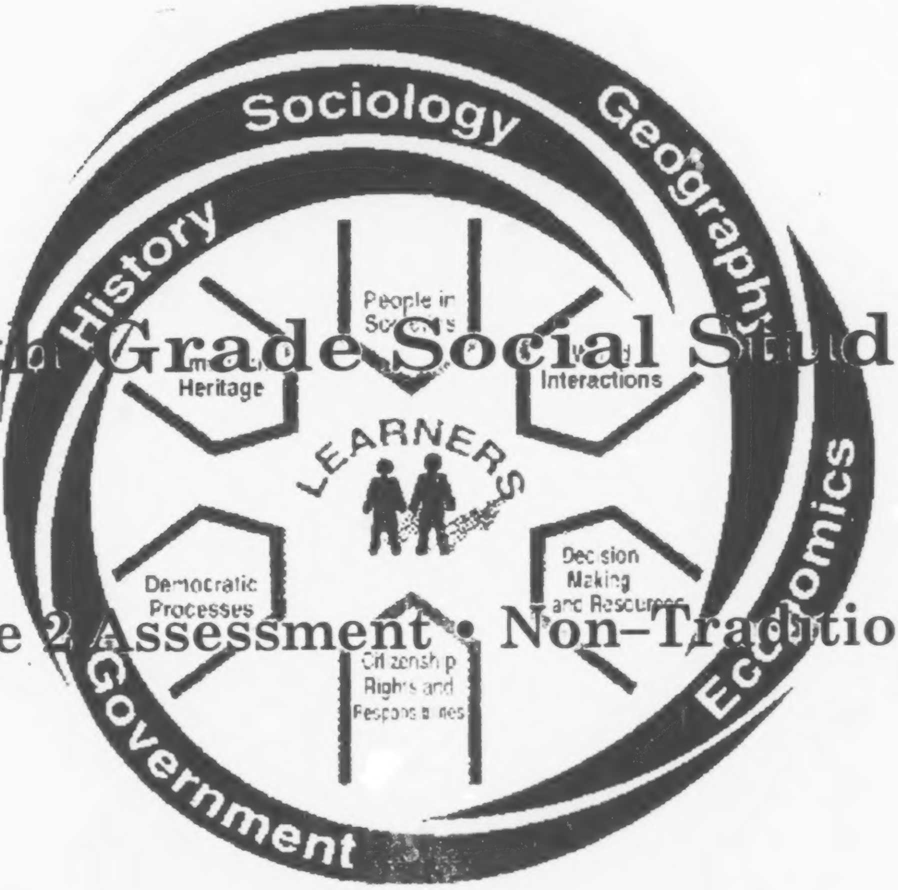
24. D is a factual statement supporting the opinion. Statement "B" supports the opinion, but is not a factual statement. Statements "A" and "C" do not support the opinion.

25. B supports the position in the advertisement. The other statements reflect negative aspects of the issue.

26. C is the only one that directly addresses how Eshkol deals with criminals.

27. D does not support the position of the participant.

Competency–Based Education Assessment Series


Sociology
Geography
History
Economics
Government
People in Societies
Heritage
Interactions
LEARNERS
Democratic Processes
Decision Making and Resources
Citizenship Rights and Responsibilities

Fifth Grade Social Studies

Type 2 Assessment • Non–Traditional

Ohio Department of Education
1997

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About This Instrument

This model competency-based assessment in social studies is intended to assess the essential knowledge and skills students need to be successful at the next level of instruction. The assessments are based on the performance objectives found in *Social Studies: Ohio's Model Competency-Based Program*.

This non-traditional instrument contains items not typically found in traditional tests. There is a mixture of item types to best assess the performance objectives. This type of assessment lends itself to a better integration between instruction and assessment than do more traditional types of assessment.

This instrument is addressed to teachers and provides direction in designing the assessments. There may be parts of the instrument that can be photocopied for use with students. This instrument contains assessments that are best given over a period of time. The assessments need to be administered in a standardized manner, that is, each student should be assessed during the same time frame and under the same circumstances. The assessments should be scored in the same manner.

In open-ended items, the intent is not to assess students' abilities in grammar, spelling, sentence structure, and other elements of language usage, but to assess their knowledge and skill development in social studies. Conventions of writing should not affect the scoring of these items unless there is interference with the clear communication of ideas.

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PERFORMANCE OBJECTIVE 1

The learner will identify significant individuals from the past in North America and explain their contributions to the cultural heritage of the United States.

PERFORMANCE OBJECTIVE 2

After reading about individuals who represent a cultural group, the learner will draw inferences about the experiences, problems, and opportunities the group encountered in the past.

PERFORMANCE OBJECTIVE 3

Given a choice among changes in landforms, climate, natural vegetation, or resources, the learner will discuss the positive or negative consequences of a change occurring in one of the choices.

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Given maps of North America, the learner will identify and compare physical and cultural regions.

PERFORMANCE OBJECTIVE 5

The learner will select an example of producers and consumers exchanging goods or services and indicate the benefits of the exchange for each group.

PERFORMANCE OBJECTIVE 6

Given examples of political activity, the learner will discuss how they illustrate characteristics of American democracy.

PERFORMANCE OBJECTIVE 7

The learner will analyze information on civic issues by organizing key ideas with their supporting facts.

Teacher Information

The assessment items for this form of the Fifth Grade Social Studies Competency Assessment are designed for paper and pencil administration, much like items for a traditional assessment instrument. However, not all of the items are self-contained; most are open-ended. The items call for higher levels of student thinking and more extensive applications of student knowledge than do most traditional assessments.

Items 7 through 9 involve the use of an atlas. The items do not specify a particular atlas to use. School districts employing these items will have to determine a specific atlas for students to use and include the appropriate information where indicated in the items. A "student" or "desk" atlas should suffice for the items.

Items 10 and 11 require students to select and use resources that may not be available in the classroom. Because the items require that students cut materials out of newspapers and magazines, library materials can not be called upon to assist with these items. Plans will need to be made to have adequate materials available in the classrooms or to alert families to save materials for the students to use.

These assessment items could be used together as a single "test", however, the length of time necessary to answer the items would suggest that the items be administered over a period of time. The items could be used individually or as subsets at different times to assess the performance objectives listed above.

Introduction to the Student

This booklet contains questions about the things you have worked on in social studies this year. Your answers to these questions will help your teacher know what you have learned.

Some questions have special instructions or something for you to read before you answer them. Read all of the information and the questions carefully before you mark or write an answer. You will see two types of questions: short answer and extended response.

A short-answer question will ask you to write a response. Read what the question asks you to do and write your response. One or two sentences will be all that you need to write when answering this type of question.

An extended-response question will also ask you to write a response, but it will be longer than a response for a short-answer question. You will need to write three to five sentences or write a paragraph to answer this type of question.

Read the following information before answering questions 1 and 2.

What makes people "significant" or "important"? One way to identify people as significant is to look at how they effected the society in which they lived. Did they help to change the customs or traditions of the society? Did they influence music, art, or language? Did they introduce new technology that changed how others live? Did they make the society better or worse?

Two examples of people who could be considered significant would be Carrie Nation and Ryan White. Carrie Nation helped organize a campaign against drinking alcohol and her efforts helped to pave the way for the passage of the Eighteenth Amendment to the United States Constitution. For many years the law did not permit Americans to drink alcoholic beverages. Ryan White was a victim of AIDS. But he became a symbol in the news media for all victims of AIDS and he helped to focus the nation's attention on the need for more research into the disease.

1. Select another person from the past in North America that you think is significant or important. Name that person and tell how he or she changed the ways we have lived in the United States.

2. Select one more person from the past in North America that you think is significant or important. Name that person and tell how he or she changed the ways we have lived in the United States.

Use the information from the following selection to answer question 3.

Dr. Martin Luther King, Jr. was a leader of the civil rights movement in the United States during the 1950's and 1960's. He tried to persuade other Americans with African ancestors to use peaceful methods when challenging laws that discriminated against people because of their race. Dr. King encouraged people to take part in marches protesting actions of government leaders that did not treat all people equally. He helped to organize boycotts in which his followers would refuse to buy goods and services from stores, restaurants, or bus lines that did not act fairly toward people. Several times, Dr. King and some of his followers were arrested because they disobeyed local laws.

3. What does the above selection suggest about the African Americans represented by Dr. Martin Luther King, Jr.? Write a paragraph describing a particular experience, problem, or opportunity of these people during the 1950's and 1960's. Be sure to show how your observations are related to the information in the reading selection.

Use the information from the following selection to answer question 4.

During World War II, Daniel K. Inouye, a Japanese-American from Hawaii, joined the Army. But many other Japanese-Americans from the West Coast of the United States were forced to leave the homes where they had lived for many years. They had to move far away and stay in camps that were like prisons even though they were not guilty of crimes. Other people in the United States thought the Japanese-Americans would help Japan, an enemy of the United States at that time. Daniel Inouye's Army unit, made up of Japanese-Americans like himself, was sent to fight in Europe against Italy. After the war, Japanese-Americans went back to their regular lives and some, like Daniel Inouye, had much success in school and careers. He studied law in college and in 1959 he became the first United States Representative from the State of Hawaii.

4. What does the above selection suggest about Japanese-Americans during and after World War II? Write a paragraph describing the experiences, problems, or the opportunities of these people during this time. Be sure to show how your observations are related to the information in the reading selection.

5. Listed below are four changes to the world's environment. Select one of the choices and explain how the change is helpful or harmful to the people it affects.

A. the use of dikes in the Netherlands to save land from the North Sea
B. the increased amounts of acid rain in North America
C. the cutting down of trees in the Brazilian rainforest
D. the development of drought-resistant crops

6. Listed below are four more changes to the world's environment. Select one of the choices and explain how the change is helpful or harmful to the people it affects.

A. the construction of dams on Ohio's creeks and rivers
B. the gradual rise in the Earth's average temperature
C. the continuing growth of the Sahara Desert
D. the decrease in the amount of the Earth's coal supply

7. Examine the map on page x in the xxx atlas. Identify a physical region shown on the map.

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8. Examine the map on page x in the xxx atlas. Identify a cultural region shown on the map.

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9. The map on page x in the xxx atlas shows North America's natural vegetation regions. The map on page x in the xxx atlas shows how many people live per square mile in North America. Which two vegetation regions in Canada generally have the fewest people per square mile living in them?

One______________________________________

Two______________________________________

10. Examine newspaper and magazine advertisements, articles, and photographs for examples of people buying, selling, or trading goods and services. Select one example, cut it out, and attach it to this paper. Identify the good or service being bought, sold, or traded. Describe one way in which the person providing the good or service gains or is helped by the exchange.

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11. Select a second example of people buying, selling or trading goods and services from a newspaper or magazine advertisement, article, or photograph. Cut out the example and attach it to this paper. Identify the good or service being bought, sold, or traded. Describe one way in which the person receiving the good or service gains or is helped by the exchange.

12. Citizens are sometimes called to serve on juries. Explain how the work of a jury shows that in our American democracy governmental decisions are sometimes made directly by the people.

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13. On some election days in Ohio, voters are asked to approve new tax levies. If the levies are not approved, the people do not have to pay the taxes. Explain how this example shows that in our American democracy the powers of government are limited by law.

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14. The local newspaper contains an editorial with the title, "Time to Expand City Bus Services". The following statement of fact would support the position of the editorial.

> City engineers report that traffic congestion has added five minutes to the average rush hour drive time around the city.

Create another statement of fact that would support the position of the editorial. Write the statement on the lines below.

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15. A local cable television station is broadcasting a special news program about schools. One of the participants on the program takes the position that the city should put up pedestrian walk lights at the intersection of First Avenue and Maple Street by Edwards Elementary. The following statement of fact would support the position of the participant.

> Four students have been injured at the intersection of the two streets since school began this year.

Create another statement of fact that would support the position of the participant. Write the statement on the lines below.

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SCORING GUIDE

PERFORMANCE OBJECTIVE 1

The learner will identify significant individuals from the past in North America and explain their contributions to the cultural heritage of the United States.

1. 4 pt. -- The answer provides the name of a person from the past in North America, lists at least one appropriate contribution, and offers a clear explanation of how the contribution changed how people lived (e.g., Alexander Graham Bell invented the telephone. This invention let people directly talk to each other over long distances and not have to wait like when they sent letters to each other.).

   3 pt. -- The answer provides the name of a person from the past in North America, lists at least one appropriate contribution, and offers an incomplete or unclear explanation of how the contribution changed how people lived (e.g., Alexander Graham Bell invented the telephone. This invention let people directly talk to each other.).

   2 pt. -- The answer provides the name of a person from the past in North America, lists at least one appropriate contribution, but the explanation contains errors of fact or conclusion (e.g., Thomas Edison invented the phonograph. This invention let people directly talk to each other over long distances.).

   1 pt. -- The answer provides the name of a person from the past in North America and lists an inappropriate contribution. The explanation may be complete and clear or incomplete or unclear (e.g., Alexander Graham Bell invented the phonograph. This invention let people directly talk to each other over long distances.).

   0 pt. -- The answer does not correctly identify a person from the past in North America.

   DNA -- Does not attempt.

2. 4 pt. -- The answer provides the name of a person from the past in North America, lists at least one appropriate contribution, and offers a clear explanation of how the contribution changed how people lived (e.g., Alexander Graham Bell invented the telephone. This invention let people directly talk to each other over long distances and not have to wait like when they sent letters to each other.).

3 pt. -- The answer provides the name of a person from the past in North America, lists at least one appropriate contribution, and offers an incomplete or unclear explanation of how the contribution changed how people lived (e.g., Alexander Graham Bell invented the telephone. This invention let people directly talk to each other.).

2 pt. -- The answer provides the name of a person from the past in North America, lists at least one appropriate contribution, but the explanation contains errors of fact or conclusion (e.g., Thomas Edison invented the phonograph. This invention let people directly talk to each other over long distances.).

1 pt. -- The answer provides the name of a person from the past in North America and lists an inappropriate contribution. The explanation may be complete and clear or incomplete or unclear (e.g., Alexander Graham Bell invented the phonograph. This invention let people directly talk to each other over long distances.).

0 pt. -- The answer does not correctly identify a person from the past in North America.

DNA -- Does not attempt.

PERFORMANCE OBJECTIVE 2

After reading about individuals who represent a cultural group, the learner will draw inferences about the experiences, problems, and opportunities the group encountered in the past.

3. 3 pt. -- The answer discusses African Americans during the 1950's and 1960's. It describes at least one experience (e.g., discrimination, marches), problem (e.g., possible arrest, unfair treatment), or opportunity (e.g., work for justice, help Dr. King). Each observation is based upon or linked to the reading passage (e.g., a discussion of birth rates would not be linked to the passage).

2 pt. -- The answer discusses African Americans during the 1950's and 1960's. It describes at least one experience, problem, or opportunity. The observation(s) are not based upon or linked to the passage.

1 pt. -- The answer mentions African Americans, but does not discuss their experiences, problems, or opportunities during the 1950's and 1960's. The observation(s) are not based upon or linked to the passage.

0 pt. -- The answer does not mention African Americans.

DNA -- Does not attempt.

4. 3 pt. -- The answer discusses Japanese-Americans during and after World War II. It describes at least one experience (e.g., discrimination, forced to leave homes, served in armed forces), problem (e.g., internment), or opportunity (e.g., attend school, have career). Each observation is based upon or linked to the reading passage (e.g., a discussion of cultural differences would be beyond the scope of the passage).
2 pt. -- The answer discusses Japanese-Americans during and after World War II. It describes at least one experience, problem, or opportunity. The observation(s) are not based upon or linked to the passage.
1 pt. -- The answer mentions Japanese-Americans, but does not discuss their experiences, problems, or opportunities during the stated time period. The observation(s) are not based upon or linked to the passage.
0 pt. -- The answer does not mention Japanese-Americans.
DNA -- Does not attempt.

PERFORMANCE OBJECTIVE 3

Given a choice among changes in landforms, climate, natural vegetation, or resources, the learner will discuss the positive or negative consequences of a change occurring in one of the choices.

5. 2 pt. -- The student clearly indicates that the change is helpful or harmful. The explanation is clear and supports the contention made about the nature of the change.
1 pt. -- The student clearly indicates that the change is helpful or harmful. The explanation is unclear but supports the contention made about the change OR the explanation is clear but does not support the contention made about the change.
0 pt. -- The student indicates that the change is helpful or harmful. The explanation is unclear and does not support the contention made about the nature of the change.
DNA -- Does not attempt.

6. 2 pt. -- The student clearly indicates that the change is helpful or harmful. The explanation is clear and supports the contention made about the nature of the change.
   1 pt. -- The student clearly indicates that the change is helpful or harmful. The explanation is unclear but supports the contention made about the change OR the explanation is clear but does not support the contention made about the change.
   0 pt. -- The student indicates that the change is helpful or harmful. The explanation is unclear and does not support the contention made about the nature of the change.
   DNA -- Does not attempt.

PERFORMANCE OBJECTIVE 4

Given maps of North America, the learner will identify and compare physical and cultural regions.

7. The answers will vary depending on the map selected and the regions shown. The student must select a physical region (e.g., landform, precipitation, growing season, etc.).

8. The answers will vary depending on the map selected and the regions shown. The student must select a cultural region (e.g., political unit, land use area, language, etc.).

9. Tundra and needleleaf forest.

PERFORMANCE OBJECTIVE 5

The learner will select an example of producers and consumers exchanging goods or services and indicate the benefits of the exchange for each group.

10. The answers will vary depending on the examples selected.

    2 pt. -- The student accurately identifies the good or service involved and indicates an appropriate benefit for the provider.
    1 pt. -- The student accurately identifies the good or service involved and provides a vague description of a benefit for the provider OR the student inaccurately identifies the good or service involved but indicates an appropriate benefit for the provider.
    0 pt. -- The student does not accurately identify the good or service involved and does not indicate a benefit for the provider.
    DNA -- Does not attempt.

11. The answers will vary depending on the examples selected.

    2 pt. -- The student accurately identifies the good or service involved and indicates an appropriate benefit for the receiver.
    1 pt. -- The student accurately identifies the good or service involved and provides a vague description of a benefit for the receiver OR the student inaccurately identifies the good or service involved but indicates an appropriate benefit for the receiver.
    0 pt. -- The student does not accurately identify the good or service involved and does not indicate a benefit for the receiver.
    DNA -- Does not attempt.

PERFORMANCE OBJECTIVE 6

Given examples of political activity, the learner will discuss how they illustrate characteristics of American democracy.

12. 2 pt. -- The student offers a complete explanation which associates a specific jury action (e.g., handing down indictments, determining guilt or innocence, granting awards in civil actions) with a governmental decision (e.g., the people on the jury act in a governmental capacity and make a decision).
    1 pt. -- The student offers a partial explanation which associates a specific jury action with a governmental decision.
    0 pt. -- The student discusses a jury activity but does not connect it with governmental decision-making.
    DNA -- Does not attempt.

13. 2 pt. -- The student offers a complete explanation which associates tax levies with law and concludes that without a legal basis (the levy not being approved) the government cannot collect a tax.
    1 pt. -- The student offers a partial explanation which links tax levies with law and governmental power.
    0 pt. -- The student discusses taxes, laws, and/or governmental power, but does not make appropriate connections between the ideas.
    DNA -- Does not attempt.

PERFORMANCE OBJECTIVE 7

The learner will analyze information on civic issues by organizing key ideas with their supporting facts.

14. 2 pt. -- The student creates a factual statement that supports the position of the editorial.
    1 pt. -- The student creates a factual statement that does not support the position of the editorial.
    0 pt. -- The student creates a statement of opinion.
    DNA -- Does not attempt.

15. 2 pt. -- The student creates a factual statement that supports the position of the participant.
    1 pt. -- The student creates a factual statement that does not support the position of the participant.
    0 pt. -- The student creates a statement of opinion.
    DNA -- Does not attempt.

Competency–Based Education Assessment Series

Sociology
Geography
History
Economics
Government
People in Societies
American Heritage
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Decision Making and Resources
Citizenship Rights and Responsibilities

Fifth Grade Social Studies

Type 3 Assessment • Performance

Ohio Department of Education
1997

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About This Instrument

This model competency-based assessment in social studies is intended to assess the essential knowledge and skills students need to be successful at the next level of instruction. The assessments are based on the performance objectives found in *Social Studies: Ohio's Model Competency-Based Program*.

This performance instrument contains items not typically found in traditional tests. There is a mixture of item types to best assess the performance objectives. This type of assessment lends itself to a better integration between instruction and assessment than do more traditional types of assessment and it attempts to provide performance opportunities for students that relate to real-world situations.

This instrument is addressed to teachers and provides direction in designing the assessments. There may be parts of the instrument that can be photocopied for use with students. This instrument contains assessments that are best given over a period of time. The assessments need to be administered in a standardized manner, that is, each student should be assessed during the same time frame and under the same circumstances. The assessments should be scored in the same manner.

In open-ended items, the intent is not to assess students' abilities in grammar, spelling, sentence structure, and other elements of language usage, but to assess their knowledge and skill development in social studies. Conventions of writing should not affect the scoring of these items unless there is interference with the clear communication of ideas.

It is important to note that there may be specific content referred to in particular items that is not part of a school district's social studies program. These items may be modified to more appropriately reflect the content of a particular program.

Scoring information for each assessment item is provided as part of this instrument. Analysis of the item results for an individual student will assist in the determination of that student's attainment of each performance objective. Analysis of the item results for a grade level of students will assist in the determination of a program's effectiveness in helping students attain the objectives. Determination of an attainment standard for the overall assessment will be necessary for reporting data to the State Board of Education on the number and percentage of students shown by the assessment instrument not to have made satisfactory progress toward achieving the objectives during the preceding school year.

PERFORMANCE OBJECTIVE 1

The learner will identify significant individuals from the past in North America and explain their contributions to the cultural heritage of the United States.

PERFORMANCE OBJECTIVE 2

After reading about individuals who represent a cultural group, the learner will draw inferences about the experiences, problems, and opportunities the group encountered in the past.

Teacher Information

Distribute the information sheet on page 5 to the students. Review the guidelines with the students and inform them as to how much time they will have to find the necessary information and to write the essay.

Scoring

Assess student responses according to the following rubric:

4 pt. -- Student responses sufficiently address all four parts of the assignment. A cultural group or groups is/are identified for the person. Major events in the person's life are related to the person's contribution which affected American life. Details are provided explaining the manner in which the person made a difference in how we live in the United States. And the student generalizes from the person's life to the cultural group(s) represented by the person. All information is correct, explanations are thorough, and generalizations are logical.

3 pt. -- Student responses sufficiently address at least three parts of the assignment OR all four parts have been addressed but with some incorrect information, weak explanation, or flawed generalization.

2 pt. -- Student responses sufficiently address at least two parts of the assignment OR all four parts have been addressed but with some major errors in the information, explanation, or generalization OR only three parts have been addressed with some incorrect information, weak explanation, or flawed generalization.

1 pt. -- Student responses sufficiently address at least one part of the assignment OR only three parts have been addressed with some major errors in the information, explanation, or generalization OR only two parts have been addressed with some incorrect information, weak explanation, or flawed generalization.

0 pt. -- Student responses do not sufficiently address any part of the assignment.

DNA -- Does not attempt.

Note

One method to make this assessment more authentic is to let each paper be scored anonymously by three different students as part of an actual contest in the classroom. Modify the rubric and share it with the students.

CITIZENSHIP DAY CONTEST

As part of a celebration of Citizenship Day (September 17) a local veterans group might sponsor an essay contest for students in elementary and middle schools. The guidelines might read as follows:

1. Select someone from the past in North America who has affected how we live in the United States today.

2. Find the following information about the person from sources at home, school, or the public library:

   A. What cultural group or groups (racial, ethnic, nationality, or religious) did this person represent?

   B. What were some major events in this person's life that influenced the person's contribution to the United States?

   C. How did the person make a difference in how we live in the United States today?

3. Use the information you have found to write a short essay (about one to two pages in length) that answers the three questions listed above. Also tell what you think this person's story shows us about the experiences, problems, and opportunities people in the same cultural groups have had in the United States.

Follow the guidelines above as if this were a real contest and prepare an essay that could be presented for the competition.

PERFORMANCE OBJECTIVE 3

Given a choice among changes in landforms, climate, natural vegetation, or resources, the learner will discuss the positive or negative consequences of a change occurring in one of the choices.

PERFORMANCE OBJECTIVE 4

Given maps of North America, the learner will identify and compare physical and cultural regions.

Teacher Information

Provide or help students create maps of Ohio or the local area that show physical and cultural regions (local maps might include geological survey maps [physical and cultural], zoning maps [cultural], and land use maps [cultural]). Discuss the landforms, climate, vegetation patterns, and resources in the identified area. Relate these to physical and cultural regions as already defined or as defined by the students.

Give students the task of making a presentation to a local government agency on changes occurring in the area. Have them identify and research an actual or a potential change in the area's landforms (e.g., river changing course), climate (e.g., local ramifications of global warming), natural vegetation (e.g., forest fire), or resources (e.g., discovery of natural gas deposits). Have them speculate how the change they identified would impact a corresponding physical and a corresponding cultural region of the area. Ask for a conclusion pertaining to the likelihood of potential newcomers moving to the area given the changes cited.

Have each student make an oral presentation of his/her findings. If possible have the presentations done before local government officials or employees (e.g., members of a zoning board, city council members, county commissioners, road crew foreman, etc.). They should use the maps to aid the presentation.

Scoring

Assess student presentations according to the following rubric:

3 pt. -- Student presentations adequately address all three parts of the task. Research on a particular change is accurately and clearly reported. The impact of the change on a physical and a cultural region is appropriately described. A conclusion related to the impact of the change on newcomers in the identified regions is logically presented.
2 pt. -- Student presentations adequately address at least two parts of the task OR all three parts have been addressed but with some incorrect information, poor explanation, or flawed generalization.
1 pt. -- Student presentations adequately address at least one part of the task OR all three parts have been addressed but with some major errors in the information, explanation, or generalization OR only two parts have been addressed with some incorrect information, poor explanation, or flawed generalization.
0 pt. -- Student presentations do no adequately address any part of the task.
DNA -- Does not attempt.

Note

The presentations could be done by groups of students to save time. Each student in the group would have responsibility for one of the three parts of the task. A scoring rubric for individual contributions to the group presentations should be developed if this approach is used.

PERFORMANCE OBJECTIVE 5

The learner will select an example of producers and consumers exchanging goods or services and indicate the benefits of the exchange for each group.

Teacher Information

Have students use the community survey instrument on pages 9 and 10 or the personal survey instrument on pages 11 and 12 to conduct a survey of exchanges of goods and services. Review the directions with the students.

If using the community survey be sure to alert the families so that a family member can accompany the student during the survey. Families can also be alerted to the personal survey so that students can have jobs to do at home. Through the jobs the students become producers and can be paid thus creating an exchange to be included on the survey.

Scoring

Assess the student surveys according to the following rubric:

2 pt. -- Student surveys (community or personal) have five complete entries. Pertinent conclusions are drawn regarding the benefits of each exchange for the consumers and producers involved.
1 pt. -- Student surveys have three to four complete entries with pertinent conclusions about the exchanges involved OR five entries are included but with irrelevant conclusions in one or two of the entries.
0 pt. -- Student surveys have less than three complete entries with pertinent conclusions OR have three to five entries with irrelevant conclusions in three or more of the entries.
DNA -- Does not attempt.

COMMUNITY SURVEY

ECONOMIC EXCHANGES NAME____________________

Directions: The purpose of this survey is to find examples of economic exchanges in the community. During the next week record five examples of direct exchange (barter) or indirect exchange (by using money) of goods and services. Go to at least three different places in the community (have an adult from your family with you). Introduce yourself and this project to the people involved in each exchange. Complete the survey below for each of the exchanges you observe.

1. DATE____________ PLACE________________________________

TYPE OF EXCHANGE (circle one): DIRECT INDIRECT

GOODS OR SERVICES EXCHANGED________________________________

BENEFIT FOR THE CONSUMER________________________________

____

BENEFIT FOR THE PRODUCER________________________________

____

2. DATE____________ PLACE________________________________

TYPE OF EXCHANGE (circle one): DIRECT INDIRECT

GOODS OR SERVICES EXCHANGED________________________________

BENEFIT FOR THE CONSUMER________________________________

____

BENEFIT FOR THE PRODUCER________________________________

____

3. DATE____________ PLACE________________________________

TYPE OF EXCHANGE (circle one): DIRECT INDIRECT

GOODS OR SERVICES EXCHANGED________________________________

BENEFIT FOR THE CONSUMER________________________________

____

BENEFIT FOR THE PRODUCER________________________________

____

4. DATE____________ PLACE________________________________

TYPE OF EXCHANGE (circle one): DIRECT INDIRECT

GOODS OR SERVICES EXCHANGED________________________________

BENEFIT FOR THE CONSUMER________________________________

____

BENEFIT FOR THE PRODUCER________________________________

____

5. DATE____________ PLACE________________________________

TYPE OF EXCHANGE (circle one): DIRECT INDIRECT

GOODS OR SERVICES EXCHANGED________________________________

BENEFIT FOR THE CONSUMER________________________________

____

BENEFIT FOR THE PRODUCER________________________________

____

PERSONAL SURVEY

ECONOMIC EXCHANGES NAME____________________

Directions: The purpose of this survey is to find examples of economic exchanges in your life. During the next week record five examples of direct exchange (barter) or indirect exchange (by using money) of goods and services. Complete the survey below for each of the exchanges in which you participated.

1. DATE____________ PLACE______________________________

TYPE OF EXCHANGE (circle one): DIRECT INDIRECT

GOODS OR SERVICES EXCHANGED______________________________

BENEFIT FOR THE CONSUMER______________________________

____

BENEFIT FOR THE PRODUCER______________________________

____

2. DATE____________ PLACE______________________________

TYPE OF EXCHANGE (circle one): DIRECT INDIRECT

GOODS OR SERVICES EXCHANGED______________________________

BENEFIT FOR THE CONSUMER______________________________

____

BENEFIT FOR THE PRODUCER______________________________

____

3. DATE____________ PLACE________________________________

TYPE OF EXCHANGE (circle one): DIRECT INDIRECT

GOODS OR SERVICES EXCHANGED________________________________

BENEFIT FOR THE CONSUMER________________________________

____

BENEFIT FOR THE PRODUCER________________________________

____

4. DATE____________ PLACE________________________________

TYPE OF EXCHANGE (circle one): DIRECT INDIRECT

GOODS OR SERVICES EXCHANGED________________________________

BENEFIT FOR THE CONSUMER________________________________

____

BENEFIT FOR THE PRODUCER________________________________

____

5. DATE____________ PLACE________________________________

TYPE OF EXCHANGE (circle one): DIRECT INDIRECT

GOODS OR SERVICES EXCHANGED________________________________

BENEFIT FOR THE CONSUMER________________________________

____

BENEFIT FOR THE PRODUCER________________________________

____

PERFORMANCE OBJECTIVE 6

Given examples of political activity, the learner will discuss how they illustrate characteristics of American democracy.

Teacher Information

Pass out the discussion guide on pages 15 and 16 to the students. Introduce and explain what will be taking place over the course of a few weeks.

Periodically bring copies of current newspaper and magazine articles, audiotapes of radio programs, videotapes of television programs and/or other sources of information about government (e.g., printouts of stories on the Internet). Use four to six examples during the course of the assessment. The information can be about local, state, or federal government activities that illustrate the characteristics of American democracy.

A separate discussion with the students should be conducted on each source of information. Present the source of information without comment. Ask students to classify the source of information presented as illustrative of a particular characteristic (let them use the discussion guide). Have them focus on the key aspect of the information that helped them determine what characteristic was involved. Have them explain the rationale behind the classification. This is important because not all information about government will fit neatly into one classification. For example, a news story about people voting on an amendment to the Ohio Constitution could be classified under a number of characteristics. The rationale for the placement is the key to discerning a student's understanding. Elicit responses from as many students as possible and permit various interpretations to be presented without denoting any particular one as being correct.

At the conclusion of each discussion, have students record their interpretations on the discussion guide sheet. Use the rating scale beginning on page 17 to record the results of each discussion for each student.

Scoring

The scoring of this task will depend on the number and types of examples provided to the students. It can be scored based upon the discussions held and the completion of the discussion guide by each student.

Students should reach at least the mid-point (moving down the list) on each of the five components of the rating scale based on a composite of the ratings for all of the discussions.

Assess student responses in the Discussion Guide according to the following rubric:

3 pt. -- Student responses are complete for all examples provided. Explanations make a satisfactory connection between each example and an appropriate characteristic.
2 pt. -- Student responses are complete for all examples provided but the explanations make weak or incomplete connections between some of the examples and characteristics OR student responses are complete for most of the examples and the explanations included make satisfactory connections.
1 pt. -- Student responses are complete for most of the examples but the explanations make weak or incomplete connections OR student responses are complete for a few examples and the explanations included make satisfactory connections.
0 pt. -- Students responses are complete for a few examples but the explanations included do not make satisfactory connections.
DNA -- Does not attempt.

Note

Information about government that does not relate to a particular characteristic may be included as one of the discussion topics. The discussion guide allows students to place topics in a category that is not one of the five characteristics. It is not necessary, nor is it particularly desirable to have one illustration for each characteristic. Because the illustrations will be based upon current news, the characteristics they represent will have to be by chance. Not knowing how many illustrations there are for each characteristic will lessen student tendencies to place illustrations through a process of elimination.

FINDING DEMOCRACY IN AMERICA

NAME______________________________

DISCUSSION GUIDE

Directions: We say that government in the United States is a democracy. Can we find examples of democracy in America? During the next few weeks your teacher will be presenting and discussing with you news stories about our government. The stories will be from sources such as newspapers, magazines, radio programs, and television programs. Below and on the back of this sheet are listed the characteristics of American democracy that you have been studying. After each story is discussed with your teacher, write the story topic under the characteristic it illustrates and explain in one sentence how the topic is a good illustration of the characteristic. There is also a place to list story topics that do not illustrate one of the characteristics.

CHARACTERISTICS OF AMERICAN DEMOCRACY

The people are the final source of the government's powers.

Citizens have a right and responsibility to vote and influence the decisions made by government.

Government is run by the people or through elected representatives.

The powers of government are limited by law.

The people have basic rights which are protected by the Constitution.

Story topics that did not illustrate a characteristic of American democracy.

RATING SCALE

PERFORMANCE OBJECTIVE 6

Directions: Make your rating on each of the following characteristics by placing a check at one of the designated points on the scale. In the space for comments, include anything that helps clarify your rating.

STUDENT NAME____

DATE OF OBSERVATION____

A. To what extent did the student participate in the discussion?

____ Did not participate; quiet, passive
____ Participated only when solicited
____ Limited voluntary and solicited participation
____ Voluntary participation
____ Extensive voluntary participation

Comments:

B. To what extent did the student make relevant observations about the topic?

____ None of the observations
____ Few of the observations
____ Half of the observations
____ Most of the observations
____ All of the observations

Comments:

C. To what extent did the student focus on a key aspect of information that helped him/her determine what characteristic was involved?

____ Key aspect of information was not identified
____ Key aspect not clearly stated
____ Key aspect clearly stated but not linked to characteristic
____ Key aspect clearly stated but not clearly linked to characteristic
____ Key aspect clearly stated and linked to characteristic

Comments:

D. To what extent did the student explain the rationale behind the classification?

____ No rationale was provided
____ Rationale partially provided
____ Rationale provided but not linked to classification
____ Rationale provided but not clearly linked to classification
____ Rationale provided and clearly linked to classification

Comments:

E. To what extent did the responses originate with the student?

____ All responses were reactive to or modified other comments
____ Most responses were reactive to or modified other comments
____ There was a balance between original and reactive responses
____ Most responses were original, new ideas
____ All responses were original, new ideas

Comments:

PERFORMANCE OBJECTIVE 7

The learner will analyze information on civic issues by organizing key ideas with their supporting facts.

Teacher Information

Provide the students with copies of a magazine or local newspaper article which discusses a civic issue. Students could also use an article from their own copies of a classroom periodical.

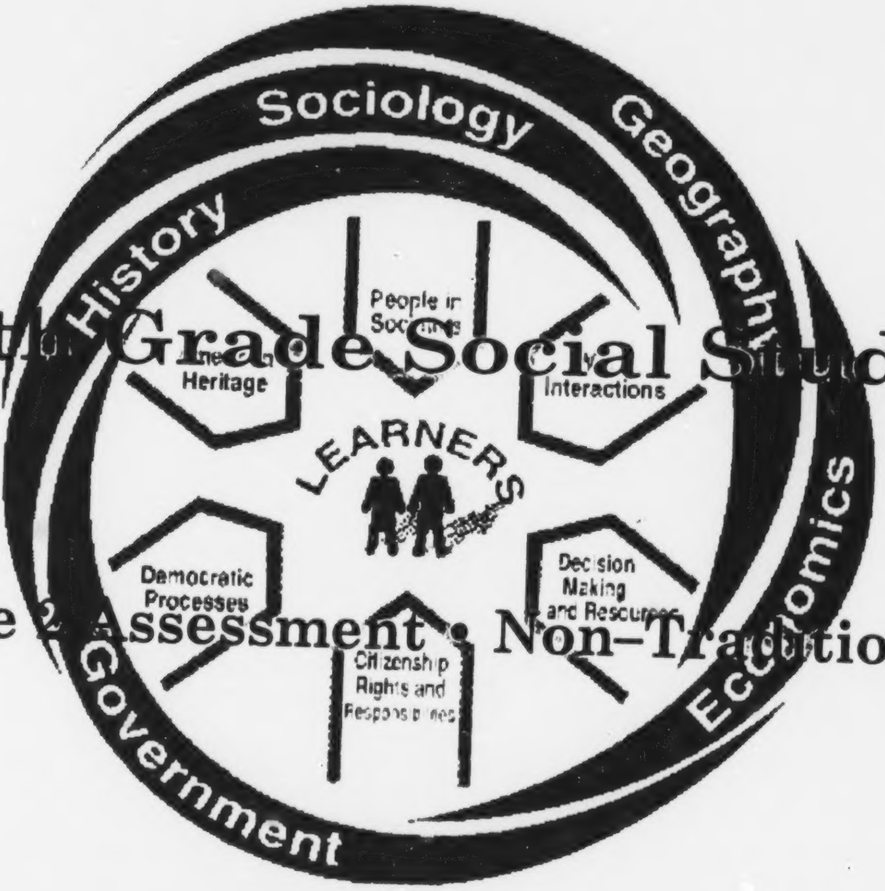
Give the students the following directions: "After reviewing the article we selected, use a pencil to circle one of the main ideas in the article. Then use the pencil to underline a factual statement which supports that idea. Use a pen with blue ink to circle another main idea and to underline a supporting factual statement for that idea. Finally, use a pen with red ink to circle a third main idea and to underline its supporting factual statement."

Scoring

Assess the student's response according to the following rubric (The task assumes that there are at least three main ideas in the text of the article. The scoring can be modified given whatever content exists in the article.):

3 pt. -- Student identifies three main ideas and has at least one supporting factual statement for each of the ideas.
2 pt. -- Student addresses the task, but something is incorrect or incomplete; for example, the supporting statements are opinions rather than factual statements, a supporting statement is identified as a main idea, or a supporting statement is not identified for a main idea. At least two main ideas and their supporting statements are identified.
1 pt. -- Student partially addresses the task. At least one main idea and a supporting statement is identified.
0 pt. -- Student provides no answer or provides a main idea with no supporting statement.
DNA -- Does not attempt.

Competency–Based Education Assessment Series


Sociology
Geography
Economics
Government
History
People in Societies
Heritage
Interactions
LEARNERS
Democratic Processes
Citizenship Rights and Responsibilities
Decision Making and Resources

Sixth Grade Social Studies

Type 2 Assessment • Non–Traditional

Ohio Department of Education
1997

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About This Instrument

This model competency-based assessment in social studies is intended to assess the essential knowledge and skills students need to be successful at the next level of instruction. The assessments are based on the performance objectives found in *Social Studies: Ohio's Model Competency-Based Program*.

This non-traditional instrument contains items not typically found in traditional tests. There is a mixture of item types to best assess the performance objectives. This type of assessment lends itself to a better integration between instruction and assessment than do more traditional types of assessment.

This instrument is addressed to teachers and provides direction in designing the assessments. There may be parts of the instrument that can be photocopied for use with students. This instrument contains assessments that are best given over a period of time. The assessments need to be administered in a standardized manner, that is, each student should be assessed during the same time frame and under the same circumstances. The assessments should be scored in the same manner.

In open-ended items, the intent is not to assess students' abilities in grammar, spelling, sentence structure, and other elements of language usage, but to assess their knowledge and skill development in social studies. Conventions of writing should not affect the scoring of these items unless there is interference with the clear communication of ideas.

It is important to note that there may be specific content referred to in particular items that is not part of a school district's social studies program. These items may be modified to more appropriately reflect the content of a particular program.

Scoring information for each assessment item is provided as part of this instrument. Analysis of the item results for an individual student will assist in the determination of that student's attainment of each performance objective. Analysis of the item results for a grade level of students will assist in the determination of a program's effectiveness in helping students attain the objectives. Determination of an attainment standard for the overall assessment will be necessary for reporting data to the State Board of Education on the number and percentage of students shown by the assessment instrument not to have made satisfactory progress toward achieving the objectives during the preceding school year.

PERFORMANCE OBJECTIVE 1

The learner will identify a significant individual from a different region of the world and discuss cause and effect relationships surrounding a major event in the individual's life.

Teacher information

After the students have studied an individual and have examined a cause and effect relationship surrounding a major event in that person's life, have them draw two pictures. The first should depict the major event and the second should demonstrate an effect caused by that significant event.

For example, the students may draw a picture of Crown Prince Mutsuhito becoming emperor of Japan in 1868. Taking the name Meiji, the new Emperor Meiji sought to modernize Japan. Hence, the second drawing would demonstrate some aspect of that modernization.

Scoring

Assess each student's response according to the following rubric:

4 pt. - The student drew two pictures that accurately depicted in one a significant event in an individual's life and the second which accurately demonstrated an effect of that event.

3 pt. - The student drew two pictures as in the 4 point criteria except that one of the drawings was less than accurate.

2 pt. - The student drew two pictures as in the 4 point criteria except that both pictures were less than accurate or the student drew one picture that was accurate and a second that was inaccurate.

1 pt. - The student drew two pictures that were only somewhat accurate or drew only one picture that was reasonably accurate.

0 pt. - The students drew one or two inaccurate pictures.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 2

After selecting two societies, the learner will compare the roles of women, religious ideas, and class structures in those societies.

Teacher information

The students create two works of art, for example a painting or a collage. Each will demonstrate the role of women, religious ideas, or class structures in a selected society. The students will present their art works to the rest of the class and lead a discussion or answer any questions their classmates may have in comparing the selected roles in the two societies.

Scoring

Assess the student's work of art according to the following rubric:

4 pt. - The student provided accurate and insightful information about the role of women, religious ideas, or class structures in two societies. The student demonstrated in the art work and/or in the class discussion accurate comparisons of similarities and differences between the two cultures.

3 pt. - The student provided reasonably accurate and insightful information about the role of women, religious ideas, or class structures in two societies. The student demonstrated in the art work and/or in the class discussion reasonably accurate comparisons of similarities and differences between the two cultures.

2 pt. - The student provided somewhat accurate and insightful information about the role of women, religious ideas, or class structures in two societies. The student demonstrated in the art work and/or in the class discussion somewhat accurate comparisons between the two cultures.

1 pt. - The student provided some information about the role of women, religious ideas, or class structures in two societies. The student demonstrated in the art work and/or in the class discussion some comparisons between the two cultures.

0 pt. - The student did not provide information about the role of women, religious ideas, or class structures in two societies. The student did not demonstrate in the art work or in the class discussion any comparisons between the two cultures.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 3

Given a world map, the learner will identify physical and cultural regions and show relationships among regions.

Teacher information

Give each student a blank outline map of the world. Have them color in at least two physical or cultural regions and answer several questions about these regions. The students could use the Answer Sheet on the next page in responding.

Scoring

Assess the student's responses according to the following rubric:

4 pt. - The student's map accurately depicted physical or cultural regions. The student was able to accurately describe common characteristics and explain how the regions were different. The student also accurately provided examples of interrelationships between or among regions.

3 pt. - The student was able to do three of these things with accuracy or all four with reasonable accuracy.

2 pt. - The student was able to do two of these things with accuracy, three of them with reasonable accuracy, or four of them somewhat accurately.

1 pt. - The student was able to do one of these things with accuracy, two of them with reasonable accuracy, three of them somewhat accurately, or four of them with minimum accuracy.

0 pt. - The student was not able to do even one of these things with accuracy, two of them with reasonable accuracy, three of them somewhat accurately, or four of them with minimum accuracy.

DNA - Did not attempt.

Answer Sheet

Name ______________________________

Directions: Write your answers on the lines following the questions.

For the regions you colored in on your map, what physical or cultural characteristics do they have in common?

____

____

____

____

How are these regions different in their physical or cultural characteristics?

____

____

____

____

Give examples of how these regions relate with each other.

____

____

____

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____

____

PERFORMANCE OBJECTIVE 4

Given information about global resource distribution, the learner will use the information to make generalizations about why nations engage in international trade.

Teacher information

Give the students a copy of the chart on the next page. Have them answer the questions on the following page based on the information in the chart. Assess the student's response according to the following rubric:

2 pt. - For the countries identified, the student provided an accurate and thorough explanation of why those countries would be most likely to trade. For example, Japan lacks minerals and could get them from China, Indonesia, and/or the Philippines in exchange for electronics and automobiles.

1 pt. - For the countries identified, the student provided a reasonably accurate and partial explanation of why those countries would be most likely to trade.

0 pt. - For the countries identified, the student did not provide even a reasonably accurate and partial explanation of why those countries would be most likely to trade.

DNA - Did not attempt.

CHART

Resources of Nations in the Western Pacific Rim

Country	**Arable Land**	**Chief Crops**	**Industries**	**Minerals**
China	11%	Grain, rice, cotton, tea	Iron and steel, textiles, trucks, agricultural implements	Tungsten, coal, iron, lead, tin, manganese,
Indonesia	8%	Rice, coffee, sugar	Food processing, textiles, cement, light industry	Nickel, tin, oil, bauxite, copper, natural gas
Japan	13%	Rice, grains, vegetables, fruits	Electronics, autos, machinery, chemicals	Negligible
Philippines	26%	Sugar, rice, corn, pineapple, coconut	Food processing, textiles, clothing, drugs, wood products, appliances	Cobalt, copper, gold, nickel, silver, iron, oil
South Korea	22%	Rice, barley, vegetables, wheat	Electronics, ships, textiles, clothing, autos	Tungsten, coal, graphite

Based on information from *The World Almanac and Book of Facts: 1994*, Mahwah, New Jersey: Funk and Wagnalls Corporation, 1993.

Answer Sheet

Name ______________________________

Directions: Write your answers on the lines following the questions.

Based on the information in the chart, Which countries would be most likely to trade with each other? (Include at least two and as many as five countries.)

____

____

____

____

____

Why do you think these countries would be most likely to trade with each other?

____

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PERFORMANCE OBJECTIVE 5

Given the characteristics of government, the learner will classify the characteristics as typical of a monarchical, democratic, or dictatorial type of government.

Teacher information

Divide the class into groups with three or four students in each group. Assign one type of government (democratic, dictatorial, or monarchical) to each group as evenly as the number of groups in the class will allow. The students are to identify a country they have studied in some part of the world other than North America that they believe reflects the type of government they have been assigned. They are to make a list of the characteristics that are typical of this type of government.

Social Studies Ohio's Model Competency-Based Program (page 55, grade 5, Democratic Processes, Objective 3) includes a list of the essential characteristics of American democracy, which are:

- the people are the ultimate source of the government's authority
- all citizens have the right and responsibility to vote and influence governmental decisions
- government is run by the people directly or through their elected representatives
- the powers of the government are limited by law
- all people have certain basic rights guaranteed to them by the Constitution

The students should generate similar lists for the type of government to which they were assigned. Remember, the characteristics of democracies in other parts of the world may not be exactly same as those of American democracy.

It is important for you to circulate around the room to be assured that each student is contributing to the effort of the group.

The form on page 12 may be useful to students in organizing their responses. A guide to scoring those responses is on the next page.

Scoring

Assess the students' responses according to the following rubric:

Give the students 2 points for correctly identifying a country that had the form of government they were assigned. Give 0 to 4 points for describing the system of government in the selected country based on the quality and thoroughness of their answers. Give them 2 points for each characteristic they can identify.

14 or more points - The students have an excellent understanding of this objective.

11 - 13 points - The students have a good understanding of this objective.

8 - 10 points - The students have a basic understanding of this objective.

5 - 7 points - The students have a fair understanding of this objective.

0 - 4 points - The students have a poor understanding of this objective.

DNA - The students did not participate in the assessment of this objective.

Answer Sheet

Name ______________________

Directions: Write your answers on the lines following the questions.

What is the type of government that was assigned to your group?

____

What country have you studied that has or had this type of government?

____

Why did you select this country as having this type of government?

____

____

____

____

____

What are the characteristics that are common to this type of government?

____

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PERFORMANCE OBJECTIVE 6

The learner will identify and analyze alternatives through which civic goals can be achieved by working with others to choose the best alternative.

Teacher information

Organize the class into groups of four to five students per group. The following page contains information for the students to read. Have the students read the selection and then as a group complete the questions on the Student Response Form on pages 15 and 16. Circulate around the room to make sure that all students are participating and to provide a basis for your evaluation of their working cooperatively. Modify the passage to include individuals your students have studies during the year.

Scoring

Assess the students' responses according to the following rubric:

4 pt. - The students demonstrated an ability to cooperate as they worked through the exercise. Differences of opinion are expected, indeed even hoped for, but these differences did not deter them from working cooperatively. The alternative solutions generated were well stated and the solution agreed to was as a result of logical decisions made by the group.

3 pt. - The students demonstrated an ability to cooperate as they worked through the exercise. Differences of opinion caused a few problems but they were still able to cooperate. The alternative solutions generated were generally well stated and the solution agreed to was as a result of logical decisions made by the group.

2 pt. - The students demonstrated some ability to cooperate as they worked through the exercise. Differences of opinion caused problems. The alternative solutions generated were somewhat well stated and the solution agreed to was as a result of decision made by the group.

1 pt. - The students demonstrated some ability to cooperate as they worked through the exercise. There may have been some difficult moments, they may have had problems generating alternatives, or they may have been unable to arrive at an agreeable solution.

0 pt. - The students did not demonstrate an ability to cooperate as they worked through the solution.

DNA - Did not participate.

Reading Passage

Read the following passage:

> World leaders have used different strategies to achieve civic goals. For example, Adolph Hitler thought he could make Germany a great nation by killing people he felt were inferior and by going to war against other countries so he could get more land for Germany. In contrast, Mohandas Gandhi believed he could get rid of British domination and help India become an independent country by using peaceful methods, such as passive resistance and civil disobedience.
>
> These philosophies of violent vs. nonviolent approaches to problems have been present in many countries in many situations. For most of its history the Republic of South Africa had a system of apartheid, a policy which kept the races separate. Only whites could vote and nonwhites had to carry passes to identify themselves and they suffered other political, social, and economic restrictions. Despite their overwhelming numerical majority, most nonwhites lived in poverty and were not included in the governmental process.

Your group is to imagine that it is a group of nonwhite people living in the Republic of South Africa. You have as a civic goal the attainment of full citizenship rights for all nonwhite residents of South Africa. Your group will discuss and record different strategies of how to reach this goal. Select one student in your group to write the answers on the Student Response Form.

Student Response Form

Write the names of the students in your group.

____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________

A. List three alternative ways of achieving the civic goal of full citizenship rights for nonwhites in the Republic of South Africa.

1. ____
____

2. ____
____

3. ____
____

B. Before discussing these alternatives, vote on which one each member of your group preferred. Record how many voted for each alternative.

How many voted for alternative 1? ________

How many voted for alternative 2? ________

How many voted for alternative 3? ________

C. What reason did they give for each alternative selected?

Alternative 1

____
____
____

Alternative 2

____

____

____

Alternative 3

____

____

____

Your group should now discuss which it thinks is the best solution. Your group should keep discussing the issue either until it agrees to one of the alternate solutions or develops a new solution.

D. Which alternative or new solution did your group agree to?

____

____

E. Why did your group agree to this solution?

____

____

____

F. Describe how your group came to this decision.

____

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____

____

____

____

Competency–Based Education Assessment Series

Sixth Grade Social Studies

Type 3 Assessment • Performance

Sociology
Geography
Economics
Government
History
People in Societies
Heritage
Interactions
LEARNERS
Democratic Processes
Decision Making and Resources
Citizenship Rights and Responsibilities

Ohio Department of Education
1997

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About This Instrument

This model competency-based assessment in social studies is intended to assess the essential knowledge and skills students need to be successful at the next level of instruction. The assessments are based on the performance objectives found in *Social Studies: Ohio's Model Competency-Based Program*.

This performance assessment instrument contains items not typically found in traditional tests. There is a mixture of item types to best assess the performance objectives. This type of assessment lends itself to a better integration between instruction and assessment than do more traditional types of assessment and it attempts to provide performance opportunities for students that relate to real-world situations.

This instrument is addressed to teachers and provides direction in designing the assessments. There may be parts of the instrument that can be photocopied for use with students. This instrument contains assessments that are best given over a period of time. The assessments need to be administered in a standardized manner, that is, each student should be assessed during the same time frame and under the same circumstances. The assessments should be scored in the same manner.

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Scoring information for each assessment item is provided as part of this instrument. Analysis of the item results for an individual student will assist in the determination of that student's attainment of each performance objective. Analysis of the item results for a grade level of students will assist in the determination of a program's effectiveness in helping students attain the objectives. Determination of an attainment standard for the overall assessment will be necessary for reporting data to the State Board of Education on the number and percentage of students shown by the assessment instrument not to have made satisfactory progress toward achieving the objectives during the preceding school year.

PERFORMANCE OBJECTIVE 1

The learner will identify a significant individual from a different region of the world and discuss cause and effect relationships surrounding a major event in the individual's life.

Teacher information

Divide the class into groups of three or four students each. Each group is to focus on a different significant individual from a region of the world other than North America. Each group is to develop and present to the class a play about a major event in the individual's life. The action and dialogue in the play should make clear the cause and effect relationships involved in the event.

For example, King Henry VIII's desire to divorce Catherine of Aragon not only led to five additional marriages, but more importantly resulted in the monarch becoming the head of the Anglican Church. A play about Henry VIII and his first divorce should include this cause and effect relationship.

Scoring

Assess the students' presentations according to the following rubric:

4 pt. - The students' play provided a thorough and accurate description of an event in the life of a significant individual from a different region of the world and presented a logical, complete, and interesting demonstration of cause and effect relationships involved in the event.

3 pt. - The students' play provided a thorough and accurate description of an event in the life of a significant individual and presented a reasonable demonstration. Or the students' play provided a reasonable description of the event and presented a logical, complete, and interesting demonstration of the cause and effect relationship.

2 pt. - The students' play provided a reasonable description of an event in the life of a significant individual and presented reasonable demonstration of cause and effect relationships involved in the event. Or the students' play provided a thorough description of the event and presented an incomplete demonstration of the cause and effect relationship. Or the students' play provided an incomplete description of the event but did demonstrate an understanding of cause and effect relationships.

1 pt. - The students' play provided an incomplete description of an event in the life of a significant individual and presented an incomplete

demonstration of cause and effect relationships involved in the event. Or the students' play provided a reasonable description of the event and presented an incomplete demonstration of cause and effect relationships. Or the students's play provided an incomplete explanation of the event and partially demonstrated an understanding of cause and effect relationships.

0 pt. - The students' play did not provide even an incomplete description of an event in the life of a significant individual and an incomplete demonstration of cause and effect relationships involved in the event.

DNA - The student was not actively involved in the preparation and presentation of the information.

PERFORMANCE OBJECTIVE 2

After selecting two societies, the learner will compare the roles of women, religious ideas, and class structures in those societies.

PERFORMANCE OBJECTIVE 5

Given characteristics of government, the learner will classify the characteristics as typical of a monarchical, democratic, or dictatorial type of government.

Teacher information

Form groups in your class of 6-8 students per group. Each group should select a society it will study. After researching the roles of women, religious ideas, and class structures and classifying the characteristics of government in the society, the students in the group will create an interesting way of presenting this information to the class. For example, they may create a play, a video, or a diorama. Have the students be careful not to give away the name of the society they are presenting.

Following its presentation, the group should lead the class in a discussion of the roles of women, religious idea, class structures, and the characteristics of government in the society being presented. Have each student not in the presenting group write down on a sheet of paper which society she/he thinks it is and explain why. The students should then share their answers with the class.

Scoring

Assess each student according to the following rubric:

4 pt. - The student provided accurate and insightful information about the roles of women, religious ideas, class structures, and the characteristics of government of the society presented by the group and identified correctly possible societies based on the presentations of the other groups and was able to accurately defend his/her selection.

3 pt. - The student met the conditions of a 4 point response except that her/his answer contained minor inaccuracies in several of the areas, major inaccuracies in one of them, or could not identify one of the societies based on the presentations of other groups.

2 pt. - The student met the conditions of a 4 point response except that his/her answer contained inaccuracies in most of the areas, major inaccuracies in two of them, or could not identify two societies based on the presentations of other groups.

1 pt. - The student presented a minimum of acceptable information in the areas identified in the 4 point response and was able to identify at least one society based on the presentations of the other groups.

0 pt. - The student did not provide any information about the areas identified and was unable to identify any societies based on the presentations of other groups.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 3

Given a world map, the learner will identify physical and cultural regions and show relationships among regions.

PERFORMANCE OBJECTIVE 4

Given information about global resource distribution, the learner will use the information to make generalizations about why nations engage in international trade.

Teacher information

Organize the class into groups of three or four students per group. Have each group identify on a world map a region of the world it would like to be. Have the groups situate themselves in the classroom so that their proximity to each other resembles that of the world map (i.e., the classroom has now become a representation of the world). The students may need to research the physical and cultural characteristics and the resources available in their region.

Have the students interact with each other as one would expect the people living in those regions to interact. These interactions, which demonstrate the relationships among regions, should be based on the physical and cultural characteristics of the regions. The students should also consider the resources available in their regions and discuss with other regions trade opportunities.

Scoring

Assess the students according to the following rubric:

4 pt. - The students' interactions demonstrate an understanding of the physical and cultural characteristics of the region and their impact on relationships with other regions. They also demonstrate an understanding of why nations in their region would engage in international trade.

3 pt. - The students' interactions satisfy the criteria in the 4 point response except that in one of the areas identified their understanding is less than complete.

2 pt. - The students' interactions satisfy the criteria in the 4 point response except that in both areas identified their understanding is less than complete or they have an understanding in one area on very little understanding in the other.

1 pt. - The students interactions demonstrate an incomplete understanding in one area and no understanding in the other.

0 pt. - The students interactions demonstrate no understanding of the physical and cultural characteristics of the region and their impact on relationships with other regions or of the reasons why nations engage in international trade.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 6

The learner will identify and analyze alternatives through which civic goals can be achieved by working with others to choose the best alternative.

Teacher information

This can be done together with the assessment for Performance Objectives 2 and 5 or can be done independently. You need to establish a group activity in which the students will have an opportunity to work together to identify and analyze alternatives to achieve goals and then help to select the best alternative. In the assessment for Performance Objectives 2 and 5 the students can consider multiple ways of presenting their information to the class. As they identify the alternatives have them analyze the best way to make the presentation. This will then be the format they will use for Performance Objectives 2 and 5.

Scoring

Assess the students' responses according to the following rubric:

4 pt. - The students demonstrated an ability to cooperate as they worked through the exercise. Differences of opinion are expected, indeed even hoped for, but these differences did not deter them from working cooperatively. The alternative solutions generated were well stated and the solution agreed to was as a result of logical decisions made by the group.

3 pt. - The students demonstrated an ability to cooperate as they worked through the exercise. Differences of opinion caused a few problems but they were still able to cooperate. The alternative solutions generated were generally well stated and the solution agreed to was as a result of logical decisions made by the group.

2 pt. - The students demonstrated some ability to cooperate as they worked through the exercise. Differences of opinion caused problems. The alternative solutions generated were somewhat well stated and the solution agreed to was as a result of decisions made by the group.

1 pt. - The students demonstrated some ability to cooperate as they worked through the exercise. There may have been some difficult moments, they may have had problems generating alternatives, or they may have been unable to arrive at an agreeable solution.

0 pt. - The students did not demonstrate an ability to cooperate.

DNA - Did not participate.

Competency–Based Education Assessment Series

Sociology
Geography
History
Economics
Government
People in Societies
American Heritage
World Interactions
LEARNERS
Democratic Processes
Decision Making and Resources
Citizenship Rights and Responsibilities

Seventh Grade Social Studies

Type 1 Assessment • Traditional

Ohio Department of Education
1997

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About This Instrument

This model competency-based assessment in social studies is intended to assess the essential knowledge and skills students need to be successful at the next level of instruction. The assessments are based on the performance objectives found in *Social Studies: Ohio's Model Competency-Based Program*.

This instrument contains items typically found in traditional tests. There is a mixture of item types in order to best assess the performance objectives.

This instrument contains assessment items designed to be copied as is and to be used with students. The assessment items need to be administered in a standardized manner, that is, each student should be assessed during the same time frame and under the same circumstances. The assessment items should be scored in the same manner. It is recommended that this assessment not be given at one time but be administered at appropriate times throughout the school year.

In open-ended items, the intent is not to assess students' abilities in grammar, spelling, sentence structure, and other elements of language usage, but to assess their knowledge and skill development in social studies. Conventions of writing should not affect the scoring of these items unless there is interference with the clear communication of ideas.

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Seventh Grade Social Studies Competency Assessment
Type 1 • Traditional

Name ________________________________

Students: As you take this competency assessment, use the lines provided to respond to the essay questions. If you need more space, use additional sheets of paper. Be sure to indicate on the sheets the number of the question you are answering. For the multiple choice questions, circle the letter of the best response.

1. Describe one of the significant developments in history through 1490 that you studied during this past year. Explain how this development contributed to our cultural heritage.

2. You have been studying different cultures from prehistory through 1490. Using information about art and literature, government, and religious and philosophical ideas in two of these cultures on different continents, describe how they were the same and how they were different.

3. **Identify two examples of regions that exchanged goods and/or ideas from prehistory to 1490. Explain in each why it is an example of interdependence.**

Example 1

Example 2

4. Country A grows more food than its people need but has few sheep to provide wool for clothing. Country B has plenty of sheep but has little farm land to grow food. What might be the best thing for these two countries to do?

   ○ A. Country A should continue to grow food and not worry about the people not having enough clothing.

   ○ B. Country B should continue to raise sheep and not worry about the people not having enough food.

   ○ C. Country A should invade Country B to get some of the sheep.

   ○ D. Country A should trade some of its food to Country B in exchange for clothing.

5. Countries sometimes trade with each other so that they can

   ○ A. buy items of which they have plenty.

   ○ B. sell items of which they have little.

   ○ C. buy items of which they have little.

   ○ D. sell items which their people really want.

6. Sometimes a nation does not want to trade with other nations because

   ○ A. it does not want to buy products it needs.

   ○ B. it does not want to become dependent on other nations.

   ○ C. it does not want to sell products that are plentiful.

   ○ D. it does not want to improve its balance of trade.

7. Give an example from prehistory to 1490 of two nations or two regions trading for goods and services.

8. Select a society from prehistory to 1490 and describe how it developed democratic ideas and/or individual rights.

SCORING GUIDE

PERFORMANCE OBJECTIVE 1

Given significant developments in history through 1490, the learner will explain their contribution to our cultural heritage.

1. Assess the student's response according to the following rubric:

   4 pt. - The student provided a thorough and accurate description of a development in history from prehistory through 1490 and presented a logical and complete explanation of how this development contributed to our cultural heritage.

   3 pt. - The student provided a thorough and accurate description of a development in history from prehistory through 1490 and presented a reasonable explanation of how this development contributed to our cultural heritage. Or the student provided a reasonable description of the development in history and presented a logical and complete explanation of the impact of this development on our cultural heritage.

   2 pt. - The student provided a reasonable description of a development in history from prehistory through 1490 and presented a reasonable explanation of how this development contributed to our cultural heritage. Or the student provided a thorough description of the development in history and presented an incomplete explanation of this development on our cultural heritage. Or the student provided an incomplete explanation of the development in history and a logical and complete explanation impact of this development's impact on our cultural heritage.

   1 pt. - The student provided an incomplete description of a development in history from prehistory through 1490 and presented an incomplete explanation of how this development contributed to our cultural heritage. Or the student provided a reasonable description of the development in history and presented an incomplete explanation of this development's impact on our cultural heritage. Or the student provided an incomplete explanation of the development in history and a logical and reasonable explanation of this development's impact on our cultural heritage.

   0 pt. - The student did not provide even an incomplete description of a development in history from prehistory through 1490 and an incomplete explanation of how this development contributed to our cultural heritage.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 2

Given information about three cultures from different continents, the learner will identify common characteristics as well as differences.

2. Assess the student's response according to the following rubric:

4 pt. - The student provided accurate and insightful information about two cultures on different continents from prehistory to 1490. The student presented descriptions on how these cultures were similar and different in the areas of art and literature, government, and religious and philosophical ideas.

3 pt. - The student provided reasonably accurate and insightful information about two cultures on different continents. The student presented descriptions on how these cultures were similar and different in the areas of art and literature, government, and religious and philosophical ideas. The student's descriptions were more accurate and insightful for one of the cultures and two of the three areas being compared.

2 pt. - The student provided reasonably accurate and insightful information about two cultures on different continents. The student presented descriptions on how these cultures were similar and different in the areas of art and literature, government, and religious and philosophical ideas. The student's descriptions were more accurate and insightful for one of the cultures and one of the three areas being compared.

1 pt. - The student provided somewhat accurate and insightful information about two cultures on different continents. The student presented descriptions on how these cultures were similar and different in the areas of art and literature, government, and religious and philosophical ideas. The student's descriptions were more accurate and insightful for one of the three cultures or one of the three areas being compared.

0 pt. - The student did not provide even somewhat accurate and insightful information about any culture. The student did not present descriptions on how the cultures were similar and different in the areas of art and literature, government, and religious and philosophical ideas.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 3

The learner will cite examples of interdependence between regions.

3. Assess the student's response according to the following rubric:

   3 pt. - The student provided two examples of an exchange of goods and/or ideas between regions from prehistory to 1490 and presented a thorough and logical explanation of why these are examples of interdependence.

   2 pt. - The student provided two examples of an exchange of goods and/or ideas between regions from prehistory to 1490 and presented a thorough and logical explanation of why one is an example of interdependence or presented an incomplete explanation of why the two are examples of interdependence.

   1 pt. - The student provided one example of an exchange of goods and/or ideas between regions from prehistory to 1490 and presented an incomplete explanation of why one is an example of interdependence.

   0 pt. - The student did not provide even one example of an exchange of goods and/or ideas between regions from prehistory to 1490 or present even an incomplete explanation of why one is an example of interdependence.

   DNA - Did not attempt.

PERFORMANCE OBJECTIVE 4

The learner will discuss how countries address problems presented by the uneven distribution of resources.

4. D is the answer.

5. C is the answer.

6. B is the answer.

7. Assess the student's responses according to the following rubric:

   Pass - The student provided a good example from prehistory to 1490 of nations or regions trading for goods or services.

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Not pass - The student did not provide a good example from prehistory to 1490 of nations or regions trading for goods or services.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 5

The learner will select a society and present evidence of a development of democratic ideas or individual rights.

8. Assess the student's response according to the following rubric:

4 pt. - The student identified a society from prehistory through 1490 and accurately and thoroughly described how it developed democratic ideas and/or individual rights. It is possible for a student to have identified a society that was completely undemocratic and have provided an accurate and thorough description of its lack of democracy and/or individual rights. In either case, the student has demonstrated a complete understanding of democracy and/or individual rights as addressed by the end of the seventh grade in the social studies curriculum and has accurately described the presence or absence of democracy and/or individual rights in the selected society.

3 pt. - The student identified a society from prehistory through 1490 and fairly accurately and thoroughly described how it developed democratic ideas and/or individual rights. It is possible for a student to have identified a society that was completely undemocratic and have provided a fairly accurate and thorough description of its lack of democracy and/or individual rights. In either case, the student has demonstrated a reasonable understanding of democracy and/or individual rights as addressed by the end of the seventh grade in the social studies curriculum and has fairly accurately described the presence or absence of democracy and/or individual rights in the selected society.

2 pt. - The student identified a society from prehistory through 1490 and somewhat accurately and thoroughly described how it developed democratic ideas and/or individual rights. It is possible for a student to have identified a society that was completely undemocratic and have provided a fairly accurate and thorough description of its lack of democracy and/or individual rights. In either case, the student has demonstrated a fair understanding of democracy and/or individual rights as addressed by the end of the seventh grade in the social studies curriculum and has somewhat

accurately described the presence or absence of democracy and/or individual rights in the selected society.

1 pt. - The student identified a society from prehistory through 1490 and incompletely and with some errors described how it developed democratic ideas and/or individual rights. It is possible for a student to have identified a society that was completely undemocratic and have provided an incomplete and error-laden description of its lack of democracy and/or individual rights. In either case, the student has demonstrated a little understanding of democracy and/or individual rights as addressed by the end of the seventh grade in the social studies curriculum and has incompletely and with some errors described the presence or absence of democracy and/or individual rights in the selected society.

0 pt. - The student did not identify a society from prehistory through 1490 and did not describe how it did or did not develop democratic ideas and/or individual rights.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 6

The learner will cooperate in reaching group goals by identifying and analyzing alternatives through which the goals can be achieved and by helping to choose the best alternative.

This performance objective is more appropriately assessed by authentic or performance strategies. Please refer to the Performance Assessment for Seventh Grade Social Studies for an appropriate assessment.

Competency–Based Education Assessment Series

Seventh Grade Social Studies

Type 2 Assessment • Non–Traditional

Sociology
Geography
History
Economics
Government
People in Societies
American Heritage
World Interactions
LEARNERS
Democratic Processes
Decision Making and Resources
Citizenship Rights and Responsibilities

Ohio Department of Education
1997

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About This Instrument

This model competency-based assessment in social studies is intended to assess the essential knowledge and skills students need to be successful at the next level of instruction. The assessments are based on the performance objectives found in *Social Studies: Ohio's Model Competency-Based Program*.

This non-traditional instrument contains items not typically found in traditional tests. There is a mixture of item types to best assess the performance objectives. This type of assessment lends itself to a better integration between instruction and assessment than do more traditional types of assessment.

This instrument is addressed to teachers and provides direction in designing the assessments. There may be parts of the instrument that can be photocopied for use with students. This instrument contains assessments that are best given over a period of time. The assessments need to be administered in a standardized manner, that is, each student should be assessed during the same time frame and under the same circumstances. The assessments should be scored in the same manner.

In open-ended items, the intent is not to assess students' abilities in grammar, spelling, sentence structure, and other elements of language usage, but to assess their knowledge and skill development in social studies. Conventions of writing should not affect the scoring of these items unless there is interference with the clear communication of ideas.

It is important to note that there may be specific content referred to in particular items that is not part of a school district's social studies program. These items may be modified to more appropriately reflect the content of a particular program.

Scoring information for each assessment item is provided as part of this instrument. Analysis of the item results for an individual student will assist in the determination of that student's attainment of each performance objective. Analysis of the item results for a grade level of students will assist in the determination of a program's effectiveness in helping students attain the objectives. Determination of an attainment standard for the overall assessment will be necessary for reporting data to the State Board of Education on the number and percentage of students shown by the assessment instrument not to have made satisfactory progress toward achieving the objectives during the preceding school year.

PERFORMANCE OBJECTIVE 1

Given significant developments in history through 1490, the learner will explain their contribution to our cultural heritage.

Teacher information

Divide the class into groups of three or four students each. Each group is to focus on a different development from prehistory to 1490 that has contributed to our cultural heritage. For example, the students might describe democracy in Athens or the Roman Republic, or perhaps they may discuss the Magna Carta and explain the importance of any of these to our democratic traditions. Or they may discuss the origins of any of the world's major religions and explain the importance of those religions to our cultural heritage.

After researching the history of the development, each group determines an interesting way to present the information to the rest of the class. Videotapes, skits, dioramas, and computer presentations are examples of ways this can be accomplished.

Scoring

Assess the students' presentations according to the following rubric:

4 pt. - The students provided a thorough and accurate description of a development in history from prehistory through 1490 and presented a logical, complete, and interesting demonstration of how this development contributed to our cultural heritage.

3 pt. - The students provided a thorough and accurate description of a development in history from prehistory through 1490 and presented a reasonable demonstration of how this development contributed to our cultural heritage. Or the students provided a reasonable description of the development in history and presented a logical, complete, and interesting demonstration of this development's impact on our cultural heritage.

2 pt. - The students provided a reasonable description of a development in history from prehistory through 1490 and presented a reasonable demonstration of how this development contributed to our cultural heritage. Or the students provided a thorough description of the development in history and presented an incomplete demonstration of this development on our cultural heritage. Or the students provided an incomplete explanation of the development in history and a logical, complete, and interesting demonstration of this development's impact on our cultural heritage.

1 pt. - The students provided an incomplete description of a development in history from prehistory through 1490 and presented an incomplete demonstration of how this development contributed to our cultural heritage. Or the students provided a reasonable description of the development in history and presented an incomplete demonstration of this development on our cultural heritage. Or the students provided an incomplete explanation of the development in history and a logical and reasonable demonstration of this development's impact on our cultural heritage.

0 pt. - The students did not provide even an incomplete description of a development in history from prehistory through 1490 and an incomplete demonstration of how this development contributed to our cultural heritage. Or the student was not actively involved in the preparation and presentation of the information.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 2

Given information about three cultures from different continents, the learner will identify common characteristics as well as differences.

Teacher information

Inform your students that they are art or literature critics. Introduce them to works of art or short works of literature from cultures on three different continents that they have been studying during the school year. Have the students write a critique of the art or literature. In their critique they should explain what they like and/or do not like about the art or literature. They should also compare the works of the three cultures, indicating any similarities and/or differences.

Scoring

Assess the student's critiques according to the following rubric:

4 pt. - The student provided accurate and insightful information about the art or literature of cultures on three different continents from prehistory to 1490. The student explained with considerable detail what she/he liked and/or disliked and provided accurate comparisons of the art or literature of the three cultures.

3 pt. - The student provided reasonably accurate and insightful information about the art or literature of cultures on three different continents. The student explained with some detail what she/he liked and/or disliked and provided reasonably accurate comparisons of the art or literature of the three cultures.

2 pt. - The student provided somewhat accurate and insightful information about the art or literature of cultures on three different continents. The student explained with a few details what she/he liked and/or disliked and provided somewhat accurate comparisons of the art or literature of the three cultures.

1 pt. - The student provided some information about the art or literature of cultures on three different continents. The student explained in generalities what she/he liked and/or disliked and provided some comparisons of the art or literature of the three cultures.

0 pt. - The student did not provide information about the art or literature of cultures on three different continents. The student did not explain what she/he liked and/or disliked and did not provide comparisons of the art or literature of the three cultures.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 3

The learner will cite examples of interdependence between regions.

Teacher information

During the school year the students have been learning of interdependence between regions from prehistory to 1490. Have them take an example of interdependence, such as trade between Asia and Europe after Marco Polo's travels, and explain the advantages and disadvantages for the various regions involved. The students could use the form on the next page in responding.

Scoring

Assess the student's response according to the following rubric:

3 pt. - The student provided an example of interdependence between regions from prehistory to 1490, correctly listed the regions involved, and presented a thorough and logical explanation of the advantages and disadvantages of the regions being interdependent.

2 pt. - The student provided an example of interdependence between regions from prehistory to 1490, correctly listed the regions involved, and presented a reasonable explanation of the advantages and disadvantages of the regions being interdependent.

1 pt. - The student provided an example of interdependence between regions from prehistory to 1490, correctly listed one of the regions involved, and presented an adequate explanation of the advantages and disadvantages of the regions being interdependent.

0 pt. - The student did not provide even one example of interdependence between regions from prehistory to 1490 and did not present the advantages and disadvantages of the regions being interdependent.

DNA - Did not attempt.

Seventh Grade Social Studies Competency Assessment
Type 2 • Non-Traditional

Name________________________________

Write an example of interdependence between regions from prehistory to 1490.

Which regions were interdependent?

What were the advantages for each of the regions being interdependent? If there were no advantages, explain why not.

What were the disadvantages for each of the regions being interdependent? If there were no disadvantages, explain why not.

PERFORMANCE OBJECTIVE 4

The learner will discuss how countries address problems presented by the uneven distribution of resources.

Teacher information

Have the students select a country from prehistory to 1490 and make a list of the major resources the country had and those that it lacked. The students should then develop a list of options the country had in addressing this imbalance. Finally, the students should identify what the country actually did to address the imbalance. Use the form on the next page for the students to write their responses.

Scoring

Assess the student's response according to the following rubric:

4 pt. - For the country selected from prehistory to 1490, the student provided an accurate list of major resources it had and lacked, a logical list of options, and an accurate description of what the country did to resolve the imbalance of resources.

3 pt. - For the country selected from prehistory to 1490, the student provided a fairly accurate list of major resources it had and lacked, a reasonably logical list of options, and a fairly accurate description of what the country did to resolve the imbalance of resources.

2 pt. - For the country selected from prehistory to 1490, the student provided an partial list of major resources it had and lacked, an incomplete list of options, and an reasonable description of what the country did to resolve the imbalance of resources.

1 pt. - For the country selected from prehistory to 1490, the student provided a list of a few major resources it had and lacked, an incomplete list of options, and a partial description of what the country did to resolve the imbalance of resources.

0 pt. - For the country selected from prehistory to 1490, the student did not provide a list of major resources it had and lacked, a list of options, or a description of what the country did to resolve the imbalance of resources.

DNA - Did not attempt.

Seventh Grade Social Studies Competency Assessment
Type 2 • Non-Traditional

Name______________________________

What country have you chosen from prehistory to 1490?

List the major resources this country had.

List the major resources this country lacked.

What are some things this country could have done to correct this imbalance of resources?

What did the country do to correct this imbalance of resources?

PERFORMANCE OBJECTIVE 5

The learner will select a society and present evidence of a development of democratic ideas or individual rights.

Teacher information

Have the students select a society from prehistory to 1490 and compare its development of democratic ideas and individual rights with the United States in the 1990's. It is possible for students to select societies in which there was very little development of democracy and therefore the comparison with the United States would consist mostly of contrast. However, it may be more interesting to focus on early democracies such as the ancient Greek states or the Roman Republic and be able to examine similarities and differences.

Scoring

Assess the student's response according to the following rubric:

4 pt. - The student identified a society from prehistory through 1490 and accurately and thoroughly described how it developed democratic ideas and individual rights. It is possible for a student to have identified a society that was completely undemocratic and have provided an accurate and thorough description of its lack of democracy and individual rights. In either case, the student demonstrated a complete understanding of democracy and individual rights as addressed by the end of the seventh grade in the social studies curriculum, accurately described the presence or absence of democracy and individual rights in the selected society, and made valid comparisons with democracy and individual rights currently in the United States.

3 pt. - The student identified a society from prehistory through 1490 and fairly accurately and thoroughly described how it developed democratic ideas and individual rights. It is possible for a student to have identified a society that was completely undemocratic and have provided a fairly accurate and thorough description of its lack of democracy and individual rights. In either case, the student demonstrated a reasonable understanding of democracy and individual rights as addressed by the end of the seventh grade in the social studies curriculum, fairly accurately described the presence or absence of democracy and individual rights in the selected society, and made a good comparison with democracy and individual rights currently in the United States.

2 pt. - The student identified a society from prehistory through 1490 and reasonably described how it developed democratic ideas and

individual rights. It is possible for a student to have identified a society that was completely undemocratic and have provided a reasonable description of its lack of democracy and individual rights. In either case, the student demonstrated a basic understanding of democracy and individual rights as addressed by the end of the seventh grade in the social studies curriculum, reasonably described the presence or absence of democracy and individual rights in the selected society, and made reasonable comparisons with democracy and individual rights currently in the United States.

1 pt. - The student identified a society from prehistory through 1490 and somewhat described how it developed democratic ideas and individual rights. It is possible for a student to have identified a society that was completely undemocratic and have provided a partial description of its lack of democracy and individual rights. In either case, the student demonstrated some understanding of democracy and individual rights as addressed by the end of the seventh grade in the social studies curriculum, described somewhat the presence or absence of democracy and individual rights in the selected society, and made a few comparisons with democracy and individual rights currently in the United States.

0 pt. - The student did not identify a society from prehistory through 1490 and described how it developed democratic ideas and individual rights. It is possible for a student to have identified a society that was completely undemocratic The student did not demonstrate any understanding of democracy and individual rights as addressed by the end of the seventh grade in the social studies curriculum, describe the presence or absence of democracy and individual rights in the selected society, and make valid comparisons with democracy and individual rights currently in the United States.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 6

The learner will cooperate in reaching group goals by identifying and analyzing alternatives through which the goals can be achieved and by helping to choose the best alternative.

This performance objective is more appropriately assessed by authentic or performance strategies. Please refer to the Performance Assessment for Seventh Grade Social Studies for an appropriate assessment.

Competency–Based Education Assessment Series

Sociology
Geography
History
Economics
Government
People in Societies
American Heritage
World Interactions
LEARNERS
Democratic Processes
Decision Making and Resources
Citizenship Rights and Responsibilities

Seventh Grade Social Studies

Type 3 Assessment • Performance

Ohio Department of Education
1997

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About This Instrument

This model competency-based assessment in social studies is intended to assess the essential knowledge and skills students need to be successful at the next level of instruction. The assessments are based on the performance objectives found in *Social Studies: Ohio's Model Competency-Based Program.*

This performance assessment instrument contains items not typically found in traditional tests. There is a mixture of item types to best assess the performance objectives. This type of assessment lends itself to a better integration between instruction and assessment than do more traditional types of assessment and it attempts to provide performance opportunities for students that relate to real-world situations.

This instrument is addressed to teachers and provides direction in designing the assessments. There may be parts of the instrument that can be photocopied for use with students. This instrument contains assessments that are best given over a period of time. The assessments need to be administered in a standardized manner, that is, each student should be assessed during the same time frame and under the same circumstances. The assessments should be scored in the same manner.

In open-ended items, the intent is not to assess students' abilities in grammar, spelling, sentence structure, and other elements of language usage, but to assess their knowledge and skill development in social studies. Conventions of writing should not affect the scoring of these items unless there is interference with the clear communication of ideas.

It is important to note that there may be specific content referred to in particular items that is not part of a school district's social studies program. These items may be modified to more appropriately reflect the content of a particular program.

Scoring information for each assessment item is provided as part of this instrument. Analysis of the item results for an individual student will assist in the determination of that student's attainment of each performance objective. Analysis of the item results for a grade level of students will assist in the determination of a program's effectiveness in helping students attain the objectives. Determination of an attainment standard for the overall assessment will be necessary for reporting data to the State Board of Education on the number and percentage of students shown by the assessment instrument not to have made satisfactory progress toward achieving the objectives during the preceding school year.

PERFORMANCE OBJECTIVE 1

Given significant developments in history through 1490, the learner will explain their contribution to our cultural heritage.

Teacher information

Have the students reflect on various aspects of our culture as it exists today. They might focus on a variety of things, including, art, architecture, music, government, literature. plays, farming techniques, etc. Divide the students into groups of three or four students each and have each group address a different aspect of our culture. They will trace it back to a society from prehistory to 1490. The group then shares its findings with the rest of the class so that their classmates can see the connections between our current culture and the pre-1490 society. Plot out on a world map the locations of the various societies identified by the students.

Scoring

Assess the students' responses according to the following rubric:

Pass - The students demonstrated a link between an aspect of our culture and a pre-1490 society.

Not pass - The students did not demonstrate a link between an aspect of our culture and a pre-1490 society. Or the student did not actively participate in the research or the presentation of the information.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 2

Given information about three cultures from different continents, the learner will identify common characteristics as well as differences.

Teacher information

At three different times during the year, organize your class into three different forms of government based on the cultures from three different continents being studied during the year. Operate the governments to resemble their actual operation. Judgment should be used when simulating brutal regimes.

When the students have had sufficient experience with all three governments, have each student prepare a report describing and comparing the three governments.

Scoring

Assess the student's response according to the following rubric:

2 pt. - The student provided accurate and insightful information about the governments of cultures on three different continents from prehistory to 1490. The student presented thorough descriptions of how the governments were similar and how they were different.

1 pt. - The student provided reasonable information about the governments of cultures on three different continents from prehistory to 1490. The student presented partial descriptions of how the governments were similar and how they were different.

0 pt. - The student did not provide any information about the governments of cultures on three different continents from prehistory to 1490. The student did not present even partial descriptions of how the governments were similar and how they were different.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 3

The learner will cite examples of interdependence between regions.

Teacher information

Have the students discuss ways in which they are interdependent with others. Then have them relate their interdependence with that of regions they have studied from prehistory to 1490. Finally, have them make two lists, the first which contains ways that their interdependence is similar to that of the regions they have studied and the second which lists how they are different.

Scoring

Assess the student's response according to the following rubric:

Pass - The student demonstrated an understanding of interdependence by constructing the list of similarities and the list of differences between individual interdependence and regional interdependence pre-1490.

Not pass - The student did not demonstrate an understanding of interdependence by constructing lists that did not reflect similarities and differences between individual interdependence and regional interdependence pre-1490.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 4

The learner will discuss how countries address problems presented by the uneven distribution of resources.

Teacher information

Set up a simulation in which the students are divided into several countries. Assign different numbers of students to different countries so that some are heavily populated while others are sparsely populated. Give each country a number of cookies or anything else the students would be interested in and could be divided. Some countries should have more than sufficient amounts for their population while others will have too little.

Tell the students to share the cookies anyway they wish. Observe how the students deal with the problem of distribution, particularly in the countries with too few cookies to go around. Observe also for indications that students are looking across borders and discovering that other countries have a different situation.

See if any of your students propose trading across borders. This can be enhanced by adding additional items besides cookies to the countries resources. Distribute these also in a random pattern so that some countries may be rich in both items, others are poor in both items, while others are rich in one and poor in the other.

Scoring

Assess the student's participation according to the following rubric:

Pass - The student demonstrated an understanding of the problem of an uneven distribution of resources.

Not pass - The student did not demonstrate an understanding of the problem of an uneven distribution of resources. Or the student did not actively participate in the simulation.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 5

The learner will select a society and present evidence of a development of democratic ideas or individual rights.

Teacher information

Have the students organize their class government according to democratic principles. Have them focus particularly on using ideas from democratic governments that existed prior to 1490. For example, students might utilize ideas from the direct democracy found in the ancient Greek city-state of Athens. This activity and assessment can be done in conjunction with the activity and assessment for Performance Objective 2.

Scoring

Assess the students' participation according to the following rubric:

2 pt. - The students demonstrated a thorough understanding of democratic governments prior to 1490 and were able to utilize ideas from these governments in creating and operating their own class government.

1 pt. - The students demonstrated a moderate understanding of democratic governments prior to 1490 and were able to utilize some ideas from these governments in creating and operating their own class government.

0 pt. - The students did not demonstrate any understanding of democratic governments prior to 1490 and were not able to utilize some ideas from these governments in creating and operating their own class government. Or the student did not actively participate in the creation and operation of the class government.

DNA - Did not attempt.

PERFORMANCE OBJECTIVE 6

The learner will cooperate in reaching group goals by identifying and analyzing alternatives through which the goals can be achieved and by helping to choose the best alternative.

Teacher information

This can be done together with the assessment for Performance Objectives 1, 2, and 5 or can be done independently. You need to establish a group activity in which the students will have an opportunity to work together to identify and analyze alternatives to achieve goals and then help to select the best alternative. In Performance Objective 1 the students work in groups as they conduct research, develop a presentation, and make the presentation in class. They may discuss alternative ways to do these things, as well as select the best alternative. Likewise, in creating the three different forms of government in Performance Objective 2 and in developing a democratic government in Performance Objective 5, the students can discuss different ways of establishing these government in class and then determine which would be the best way. Your assessment of the students will be based on observation.

Scoring

Assess the student's response according to the following rubric:

Pass - The student demonstrated an ability to cooperate with others in identifying and analyzing alternatives through which goals can be achieved and by helping to choose the best alternative.

Not pass - The student did not demonstrate an ability to cooperate with others in identifying and analyzing alternatives through which goals can be achieved and by helping to choose the best alternative.

DNA - Did not attempt.

Competency–Based Education Assessment Series

Eighth Grade Social Studies

Type 1 Assessment • Traditional

Sociology
Geography
History
Economics
Government
People in Societies
Heritage
Interactions
LEARNERS
Democratic Processes
Decision Making and Resources
Citizenship Rights and Responsibilities

Ohio Department of Education
1997

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About This Instrument

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This instrument contains items typically found in traditional tests. There is a mixture of item types in order to best assess the performance objectives.

This instrument contains assessment items designed to be copied as is and to be used with students. The assessment items need to be administered in a standardized manner, that is, each student should be assessed during the same time frame and under the same circumstances. The assessment items should be scored in the same manner.

In open-ended items, the intent is not to assess students' abilities in grammar, spelling, sentence structure, and other elements of language usage, but to assess their knowledge and skill development in social studies. Conventions of writing should not affect the scoring of these items unless there is interference with the clear communication of ideas.

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Eighth Grade Model Competency Assessment
Type 1 • Traditional

Introduction to the Student

This booklet contains questions about the things you have worked on in social studies this year. Your answers to these questions will help your teacher know what you have learned.

Some questions have special instructions or something for you to read before you answer them. Read all of the information and the questions carefully before you mark or write an answer. You will see two types of questions: multiple choice and short answer.

A multiple-choice question has four possible answers for you to choose. For this type of question select one answer and fill in the circle next to it.

A short-answer question will ask you to write a response. Read what the question asks you to do and write your response. One to three sentences will be all that you need to write when answering this type of question.

Use the information from the following selection to answer questions 1 - 4.

Conflicts in the Ohio Country

The French and Indian War began in 1754. Great Britain and France had conflicting land claims in the area beyond the Appalachian Mountains. That area included the Ohio Country. The war was fought to determine who would control these western lands.

In 1759 Quebec fell to the British and by 1760 the fighting in the French and Indian War was over, but peace did not come to the frontier that lay west of the Appalachian Mountains. The British had broken French power with the capture of Quebec and later Montreal, but the Indians still held their homelands. Many of the Indians who lived west of the Appalachians had been allies with the French and were concerned about the treatment they would receive from the British.

The fears of the Indians were quickly confirmed. French traders, who traded in ways which had benefited the Indians, largely gave way to British traders, who attempted to take advantage of the Indians. British traders made the Indians give them more furs than the French had asked for and in return gave the Indians lesser amounts of trade goods. Some would get the Indians drunk on rum and then cheat them out of their furs.

In addition, with the fighting over, British settlers began moving across the Appalachian Mountains in greater and greater numbers. Particularly in the Ohio Country, Indians worried that increased settlement would drive away the game they hunted. They did not want the British to settle permanently.

On February 10, 1763 the Treaty of Paris was signed. Great Britain officially acquired the land between the Appalachians and the Mississippi River from defeated France. In the spring of that year, Pontiac, an Ottawa chief, led a rebellion against the British. This rebellion was called Pontiac's Conspiracy because he united several Indian tribes that were angry over recent events. The uprising ended after several months when two British expeditions forced the Indians to release over 200 captives.

One reaction by the British to Pontiac's Conspiracy was the issuance of the Proclamation of 1763. This proclamation from King George III prohibited new settlement west of the Appalachians, required settlers already in the Ohio Country to return to the colonies, and stated that trade with the Indians was to be conducted only by licensed agents. British colonists objected to the Proclamation of 1763 and soon ignored it. By 1770 new settlements had been established in the Ohio Country and unlicensed traders had contacts with the Indians.

1. Why was the defeat of the French by the British in the French and Indian War important to the Indians of the Ohio Country?

○ A. The Ohio Country would belong to them.

○ B. Their allies, the British, would reward them with gifts.

○ C. Good trading relationships with the French would be lost.

○ D. They would have to fight the French without any help from the British.

Examine the time line below before answering question 2.

1758 -

1759 - British take Quebec (A)

1760 -

1761 - (B)

1762 -

1763 - Treaty of Paris (C)

1764 - (D)

2. Where on the time line should the reference for Pontiac's Conspiracy be placed?

○ A. **(A)**

○ B. **(B)**

○ C. **(C)**

○ D. **(D)**

3. Provide some specific information to explain what provoked or caused other Indian tribes join Pontiac's Conspiracy.

4. After the series of events from 1754 to 1763, what would be a possible effect of the new settlements in the Ohio Country after 1763?

5. In 1619 Governor Yeardley of Virginia met with twenty-two representatives of the colonists to make laws for the colony. This group of representatives became known as the House of Burgesses and continued to meet even after Virginia became a royal colony. How has this historical development influenced how we live in the United States today?

○ A. It gave the United States its independence.

○ B. It became the basis for how states are governed.

○ C. It represented the beginnings of religious freedom in this country.

○ D. It allowed people from many different countries to live in the United States.

6. Virginians learned to smoke tobacco from the Indians. In 1612 John Rolfe introduced a tobacco from the Caribbean islands to Virginia. It was a milder tasting tobacco and soon became a cash crop for the colony. How has this historical development influenced how we live in the United States today?

○ A. Many people use tobacco products.

○ B. American agriculture is based on one crop -- tobacco.

○ C. Large numbers of immigrants come to the United States.

○ D. Tobacco growing has spread to many other countries around the world.

7. Martin Luther thought that the Catholic Church needed to change some of its practices. In 1517 he raised 95 issues that he wished to debate. The ideas of Luther and other leaders, such as Huldreich Zwingli and John Calvin, became the basis for the Protestant Reformation in the 1520's and 1530's. How has this historical development influenced how we live in the United States today?

○ A. It made the United States a Protestant country.

○ B. It has helped to make the American people more diverse.

○ C. It became the basis for American ideas of self-government.

○ D. It has had little impact because the European discovery of America was in 1492.

8. The possibility of renewed warfare in Europe and an unsuccessful attempt to reconquer the island of Haiti in 1801 convinced the French government under Napoleon that it no longer needed to hold onto Louisiana. The Louisiana Purchase was arranged by the Jefferson Administration in 1803. How has this historical development influenced how we live in the United States today?

○ A. Much of the food needed in the United States is produced in the Great Plains.

○ B. Because it doubled the size of the country, democratic government is no longer possible.

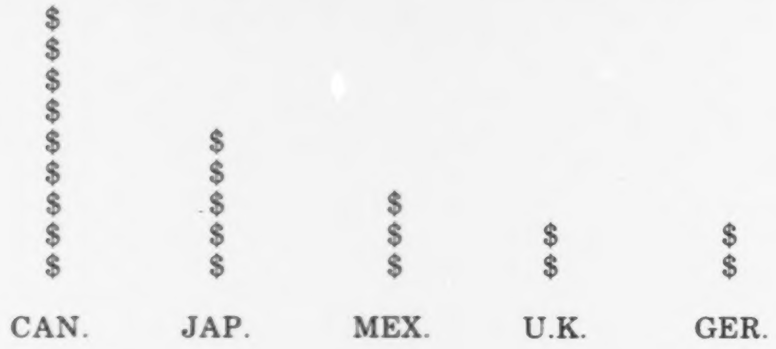
○ C. The Native American population in that area makes it the largest minority in the United States.

○ D. The majority of Americans have moved from the western to the eastern sections of the country.

9. Modern political leaders around the world can "speak" to each other directly from their nations' capitals. They can use telephones and computer networks as well as other methods to make contacts. Why is it important for national leaders to have direct contacts with leaders of other nations?

Examine the graph below before answering question 10.

U.S. EXPORTS -- TOP FIVE DESTINATIONS IN DOLLARS (1991)



$ = 10 billion dollars (all figures are rounded)
SOURCE: The Universal Almanac, 1993

10. Based on the data shown in the graph above, an economic depression in which of the following countries would be most likely to have harmful effects in the United States?

○ A. Japan

○ B. Canada

○ C. Mexico

○ D. Germany

Examine the information in the chart below before answering question 11.

TOP 10 U.S. INDUSTRIAL EXPORTERS -- 1991

1991 Rank	Company	Sales (in millions)	Exports as %age of sales
1	Boeing	17,856	60.9
2	General Motors	11,284	9.1
3	General Electric	8,614	14.3
4	I.B.M.	7,668	11.8
5	Ford Motor	7,340	8.3
6	Chrysler	6,168	21.0
7	McDonnell Douglas	6,160	32.9
8	Du Pont De Nemours	3,812	10.0
9	Caterpillar	3,710	36.4
10	United Technologies	3,587	16.9

SOURCE: The World Almanac and Book of Facts, 1993

11. Based on the information contained in the chart above, which of the following companies would be most affected if the countries it traded with stopped importing all American products?

○ A. Ford Motor

○ B. General Motors

○ C. McDonnell Douglas

○ D. United Technologies

12. When the French Revolution began in 1789 many Americans voiced their support for the revolution. This initial support would later play a role in the efforts of American foreign policy to stay out of the Napoleonic Wars. What aspect of the French Revolution helped it to gain American supporters?

○ A. It began as a revolt against a monarch, much like the American Revolution.

○ B. The French Revolution was a religious struggle and Americans were Protestant like the French.

○ C. Both the United States and France believed in capitalism and that was what the French Revolution was about.

○ D. The United States and France had a common enemy because the French Revolution began as a war against Great Britain.

13. Which of the following statements accurately describes both a service provided by the federal government for most American citizens and a type of tax used by the federal government?

○ A. Trash collection and an excise tax

○ B. Bridge replacement and a sales tax

○ C. Delivering packages and a property tax

○ D. Insuring bank deposits and an income tax

14. Which of the following statements accurately describes both a service provided by state government for its citizens and a type of tax used by state government?

○ A. Trash collection and a sales tax

○ B. Maintaining prisons and a sales tax

○ C. Controlling immigration and an excise tax

○ D. Repairing school buildings and a property tax

15. Which of the following statements accurately describes both a service provided by a local government for its citizens and a type of tax used by local government?

○ A. Fire protection and a property tax

○ B. Chartering corporations and a property tax

○ C. Providing funds to colleges and a sales tax

○ D. Issuing automobile licenses and an excise tax

16. Which of the following statements accurately describes both a service provided by the federal government for most American citizens and a type of tax used by the federal government?

○ A. Repairing roads and a sales tax

○ B. Coining money and an excise tax

○ C. Providing drinking water and a property tax

○ D. Providing hunting licenses and a severance tax

17. Which of the following statements accurately describes both a service provided by state government for its citizens and a type of tax used by state government?

○ A. Preventing smuggling and a tariff

○ B. Providing courts and an estate tax

○ C. Supporting libraries and an income tax

○ D. Providing police protection and a property tax

18. Which of the following statements accurately describes both a service provided by a local government for its citizens and a type of tax used by local government?

○ A. Issuing patents and a sales tax

○ B. Providing bus service and a sales tax

○ C. Controlling air traffic and a property tax

○ D. Regulating public utilities and an excise tax

19. Amendment III to the United States Constitution prohibits the national government from stationing soldiers in private homes without the consent of the owners. Which of the following most directly influenced the addition of this amendment to the Constitution?

O A. The Proclamation of 1763

O B. The Quartering Act of 1765

O C. The Boston Massacre in 1770

O D. The Battle of Lexington in 1775

20. The United States Constitution provides that the federal government be organized in three branches. This separation of powers idea did not originate among the delegates to the Philadelphia Convention. Which of the following writers from the time of the Enlightenment helped provide the writers of the Constitution with the idea of separation of powers?

O A. Locke

O B. Newton

O C. Rousseau

O D. Montesquieu

21. The United States Constitution provides the federal government with the power to levy taxes on the American people. The need for the federal government to have this power was made clear by the experiences of Americans governing themselves under which of the following documents?

O A. Suffolk Resolves

O B. Albany Plan of Union

O C. Articles of Confederation

O D. Declaration of Independence

22. The United States Constitution includes the principle of checks and balances. The checks and balances idea did not originate among the delegates to the Philadelphia Convention. Which of the following writers from the time of the Enlightenment helped provide the writers of the Constitution with the idea of checks and balances?

○ A. Locke

○ B. Voltaire

○ C. Condorcet

○ D. Montesquieu

23. Congress is given the powers to raise armies and to call forth the militia by the United States Constitution. Which of the following events helped to make the case for Congress to have these powers?

○ A. Shays's Rebellion

○ B. Passage of the Land Ordinance of 1785

○ C. Negotiation of the Treaty of Paris in 1783

○ D. Quarrels among the states over interstate trade

24. What issue was addressed in the United States Constitution by having Congress consist of two houses?

○ A. limitations on foreign trade

○ B. control of executive powers

○ C. representation of people or states

○ D. how much power the states would have

25. Mr. Wozniak needs permission to build an attached garage onto his home. Which level and branch of government will help him address this need?

○ A. state and judicial

○ B. local and executive

○ C. state and legislative

○ D. federal and executive

26. Citizens of Dayton are concerned that Wright-Patterson Air Force Base might be closed. Which level and branch of government can best respond to the concerns of these citizens and keep the base open?

○ A. state and judicial

○ B. local and executive

○ C. state and legislative

○ D. federal and executive

27. The citizens of St. Paris, in Champaign County, Ohio and West Liberty, in Logan County, Ohio want a road built to directly connect the two communities. Which level and branch of government can best respond to the concerns of these citizens by budgeting money for such a project?

○ A. state and judicial

○ B. local and judicial

○ C. local and executive

○ D. state and legislative

28. Some citizens in Milan, Ohio want streetlights installed along some streets. Which level and branch of government can best respond to the concerns of these citizens by budgeting money for such a project?

○ A. state and executive

○ B. federal and judicial

○ C. local and legislative

○ D. federal and legislative

29. William Smith believes his rights under the U.S. Constitution have been violated by agents of the U.S. Bureau of Alcohol, Tobacco, and Firearms. Which level and branch of government can best respond to the concerns of William Smith?

○ A. state and judicial

○ B. local and executive

○ C. federal and judicial

○ D. federal and legislative

30. Patti Rochond needs a fishing license. Which level and branch of government can best respond to the concerns of Patti Rochond?

○ A. local and judicial

○ B. state and executive

○ C. federal and judicial

○ D. federal and executive

31. Voters expect people running for public office to be honest, to address civic issues, and to support the principles of democracy. Which of the following campaign statements reflects a candidate who is true to these expectations?

○ A. "I believe this community should increase taxes for road construction."

○ B. "People accused of crimes should have no civil rights until they are declared innocent."

○ C. "My opponent is worthless; he doesn't have enough money to fund his own campaign."

○ D. "We need to send all immigrants to this country back to where they came from in the first place."

32. Elected officials in Ohio are expected to support the Constitution and laws of the State of Ohio. This means that they have to obey the laws just like all other citizens. Which of the following public officials would meet that criteria?

○ A. A city councilman who rents out twelve apartments that cannot pass fire and safety code inspections.

○ B. A township trustee who investigates citizen complaints about high weeds growing in drainage ditches.

○ C. A state legislator who exceeds the speed limit while driving along I-71 to get to a luncheon with friends.

○ D. A county sheriff who locks up a person for a month and does not inform that person why he or she has been arrested.

33. The governor is expected to see that the laws of Ohio are enforced. In which of the following activities is the governor carrying out this function?

○ A. Planting a tree on Arbor Day.

○ B. Greeting foreign businessmen on a visit to Ohio.

○ C. Talking to farmers in Allen County about crop conditions as part of a campaign to be reelected to office.

○ D. Directing the Department of Natural Resources to investigate the source of an oil spill in the Muskingum River.

SCORING GUIDE

PERFORMANCE OBJECTIVE 1

> **Given an historical narrative, the learner will select significant changes which occurred during the time period of the narrative, discuss the importance of those changes, and place the changes on a time line while raising questions about possible cause and effect relationships.**

1. C is the correct response. The other answers are not supported by the passage.

2. C is the correct response. Pontiac's Conspiracy took place in 1763.

3. 2 pt. -- The student identifies at least one plausible cause for Indian tribes joining Pontiac's Conspiracy (e.g., the tribes saw British settlers destroying hunting grounds and wanted to push the settlers out, the Indians objected to British trading practices and wanted to get even).
   1 pt. -- The student provides a partially complete or correct identification of a cause (e.g., the tribes were upset over recent events).
   0 pt. -- The student does not identify any cause.
   DNA -- Does not attempt.

4. 2 pt. -- The student identifies at least one plausible effect of new settlements being established in the Ohio Country (e.g., the tribes might unite under another chief to force settlers out, old hatreds would be aggravated, Indian hunting grounds would be lost).
   1 pt. -- The student provides a partially complete explanation of an effect (e.g., homes would be built, farms would be started).
   0 pt. -- The student does not identify any effect.
   DNA -- Does not attempt.

PERFORMANCE OBJECTIVE 2

> **Given significant developments in history from 1490 to 1815, the learner will explain their contributions to the cultural heritage of the United States.**

5. B is the correct response. The other answers are not directly related to the development described in the question material.

6. A is the correct response. B is untrue. C is not directly related to the development described in the question material. D does not describe the cultural heritage of the United States.

7. B is the correct response. A, C, and D are untrue.

8. A is the correct response. B, C, and D are untrue.

PERFORMANCE OBJECTIVE 3

Given information about cultures on three different continents between 1490 and 1815, the learner will select and compare two of the following:

A. art, literature, and music
B. science and technology
C. philosophical and religious ideas.

No items.

PERFORMANCE OBJECTIVE 4

The learner will select and explain the significance of political, economic, or ideological connections between different parts of the world.

9. 2 pt. -- The student identifies at least one plausible reason for the importance of having world leaders be in direct contact with each other (e.g., to avoid misunderstandings that might lead to war, to promptly address a major problem such as a famine, etc.).
1 pt. -- The student provides a partially complete reason (e.g., to arrange things between the nations).
0 pt. -- The student does not provide any reason.
DNA -- Does not attempt.

10. B is the correct response. The value of trade with Canada is much higher than trade with the other nations. An economic downturn in Canada would have the potential to make the largest impact on U.S. foreign trade.

11. C is the correct response. Exports are a larger percentage and represent a larger actual dollar amount of McDonnell Douglas sales than the other three companies shown as possible answers. McDonnell Douglas would have the most to lose if trade was cut off.

12. A is the correct response.

PERFORMANCE OBJECTIVE 5

Given a level of government, the learner will identify a service typically provided by that level and a tax typically used to support government at that level.

13. D is the correct response.

14. B is the correct response.

15. A is the correct response.

16. B is the correct response.

17. B is the correct response.

18. B is the correct response.

PERFORMANCE OBJECTIVE 6

Given the United States Constitution, the learner will select a portion of the document and explain the events, issues, ideas, and/or documents that influenced the development of the selected portion.

19. B is the correct response.

20. D is the correct response.

21. C is the correct response.

22. D is the correct response.

23. A is the correct response.

24. C is the correct response.

PERFORMANCE OBJECTIVE 7

Given a citizen concern, the learner will identify the level and branch of government responsible for addressing the concern.

25. B is the correct response.

26. D is the correct response.

27. D is the correct response.

28. C is the correct response.

29. C is the correct response.

30. B is the correct response.

PERFORMANCE OBJECTIVE 8

Given a set of criteria, the learner will evaluate the actions of public officials.

31. A is the correct response. The statement reflects an honest position on a tough civic issue and calls for community support which could be by a vote of the people. Statements B and D run counter to principles of democracy. Statement C does not address a civic issue.

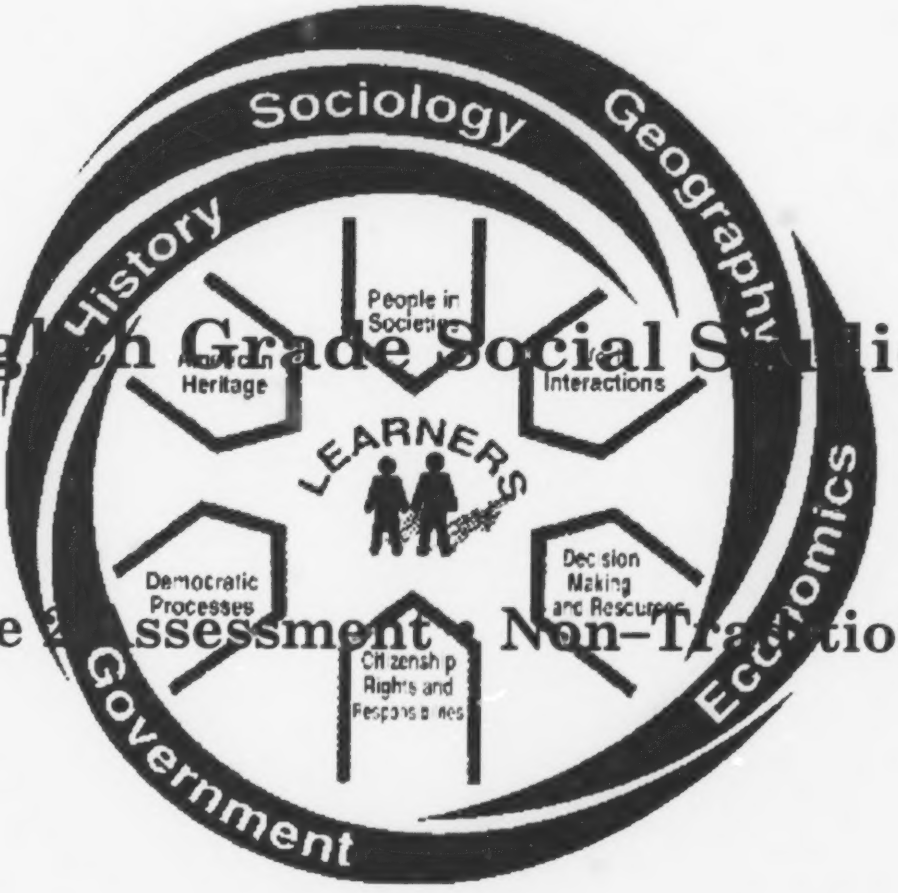
32. B is the correct response.

33. D is the correct response.

Competency–Based Education Assessment Series

Eighth Grade Social Studies

Type 2 Assessment – Non–Traditional


Sociology
Geography
History
Economics
Government
People in Societies
American Heritage
World Interactions
LEARNERS
Democratic Processes
Decision Making and Resources
Citizenship Rights and Responsibilities

Ohio Department of Education
1997

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About This Instrument

This model competency-based assessment in social studies is intended to assess the essential knowledge and skills students need to be successful at the next level of instruction. The assessments are based on the performance objectives found in *Social Studies: Ohio's Model Competency-Based Program*.

This non-traditional instrument contains items not typically found in traditional tests. There is a mixture of item types to best assess the performance objectives. This type of assessment lends itself to a better integration between instruction and assessment than do more traditional types of assessment.

This instrument is addressed to teachers and provides direction in designing the assessments. There may be parts of the instrument that can be photocopied for use with students. This instrument contains assessments that are best given over a period of time. The assessments need to be administered in a standardized manner, that is, each student should be assessed during the same time frame and under the same circumstances. The assessments should be scored in the same manner.

In open-ended items, the intent is not to assess students' abilities in grammar, spelling, sentence structure, and other elements of language usage, but to assess their knowledge and skill development in social studies. Conventions of writing should not affect the scoring of these items unless there is interference with the clear communication of ideas.

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PERFORMANCE OBJECTIVE 1

Given an historical narrative, the learner will select significant changes which occurred during the time period of the narrative, discuss the importance of those changes, and place the changes on a time line while raising questions about possible cause and effect relationships.

PERFORMANCE OBJECTIVE 2

Given significant developments in history from 1490 to 1815, the learner will explain their contributions to the cultural heritage of the United States.

PERFORMANCE OBJECTIVE 4

The learner will select and explain the significance of political, economic, or ideological connections between different parts of the world.

PERFORMANCE OBJECTIVE 5

Given a level of government, the learner will identify a service typically provided by that level and a tax typically used to support government at that level.

PERFORMANCE OBJECTIVE 6

Given the United States Constitution, the learner will select a portion of the document and explain the events, issues, ideas, and/or documents that influenced the development of the selected portion.

PERFORMANCE OBJECTIVE 7

Given a citizen concern, the learner will identify the level and branch of government responsible for addressing the concern.

PERFORMANCE OBJECTIVE 8

Given a set of criteria, the learner will evaluate the actions of public officials.

Teacher Information

The assessment items for this form of the Eighth Grade Social Studies Competency Assessment are designed for paper and pencil administration, much like items for a traditional assessment instrument. However, all of the items are open-ended. The items call for higher levels of student thinking and more extensive applications of student knowledge than do most traditional assessments.

These assessment items could be used together as a single "test", however, the length of time necessary to answer the items would suggest that the items be administered over a period of time. The items could also be used individually or as subsets at different times to assess the performance objectives listed above.

Introduction to the Student

This booklet contains questions about the things you have worked on in social studies this year. Your answers to these questions will help your teacher know what you have learned.

Some questions have special instructions or something for you to read before you answer them. Read all of the information and the questions carefully before you mark or write an answer. You will see two types of questions: short answer and extended response.

A short-answer question will ask you to write a response. Read what the question asks you to do and write your response. One to three sentences or in some cases only a few words will be all that you need to write when answering this type of question.

An extended-response question will also ask you to write a response, but it will be longer than a response for a short-answer question. You will need to write five to eight sentences or write a paragraph to answer this type of question.

Use the information from the following selection to answer questions 1 - 2.

Conflicts in the Ohio Country

The French and Indian War began in 1754. Great Britain and France had conflicting land claims in the area beyond the Appalachian Mountains. That area included the Ohio Country. The war was fought to determine who would control these western lands.

In 1759 Quebec fell to the British and by 1760 the fighting in the French and Indian War was over, but peace did not come to the frontier that lay west of the Appalachian Mountains. The British had broken French power with the capture of Quebec and later Montreal, but the Indians still held their homelands. Many of the Indians who lived west of the Appalachians had been allies with the French and were concerned about the treatment they would receive from the British.

The fears of the Indians were quickly confirmed. French traders, who traded in ways which had benefited the Indians, largely gave way to British traders, who attempted to take advantage of the Indians. British traders made the Indians give them more furs than the French had asked for and in return gave the Indians lesser amounts of trade goods. Some would get the Indians drunk on rum and then cheat them out of their furs.

In addition, with the fighting over, British settlers began moving across the Appalachian Mountains in greater and greater numbers. Particularly in the Ohio Country, Indians worried that increased settlement would drive away the game they hunted. They did not want the British to settle permanently.

On February 10, 1763 the Treaty of Paris was signed. Great Britain officially acquired the land between the Appalachians and the Mississippi River from defeated France. In the spring of that year, Pontiac, an Ottawa chief, led a rebellion against the British. This rebellion was called Pontiac's Conspiracy because he united several Indian tribes that were angry over recent events. The uprising ended after several months when two British expeditions forced the Indians to release over 200 captives.

One reaction by the British to Pontiac's Conspiracy was the issuance of the Proclamation of 1763. This proclamation from King George III prohibited new settlement west of the Appalachians, required settlers already in the Ohio Country to return to the colonies, and stated that trade with the Indians was to be conducted only by licensed agents. British colonists objected to the Proclamation of 1763 and soon ignored it. By 1770 new settlements had been established in the Ohio Country and unlicensed traders had contacts with the Indians.

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1. Select two significant changes after 1754 that are discussed in the preceding narrative. Identify who was affected by the changes and explain why these changes were important to those people.

2. Label the time line below with the two significant changes you discussed in the response to item one.

1754 - French and Indian War begins.

1755 -

1756 -

1757 -

1758 -

1759 -

1760 -

1761 -

1762 -

1763 -

1764 -

On the lines below indicate how the two changes might be linked together in a cause and effect relationship **OR** discuss how there was no relationship between the two changes.

3. In 1619 Governor Yeardley of Virginia met with twenty-two representatives of the colonists to make laws for the colony. This group of representatives became known as the House of Burgesses and continued to meet even after Virginia became a royal colony. What is the connection between the development of the House of Burgesses and the way states in the United States are governed today?

4. The possibility of renewed warfare in Europe and an unsuccessful attempt to reconquer the island of Haiti in 1801 convinced the French government under Napoleon that it no longer needed to hold onto Louisiana. The Louisiana Purchase was arranged by the Jefferson Administration in 1803. State two ways this historical development has influenced how we live in the United States today.

Examine the information in the chart below before answering question 5.

TOP 10 U.S. INDUSTRIAL EXPORTERS -- 1991

1991 Rank	Company	Sales (in millions)	Exports as %age of sales
1	Boeing	17,856	60.9
2	General Motors	11,284	9.1
3	General Electric	8,614	14.3
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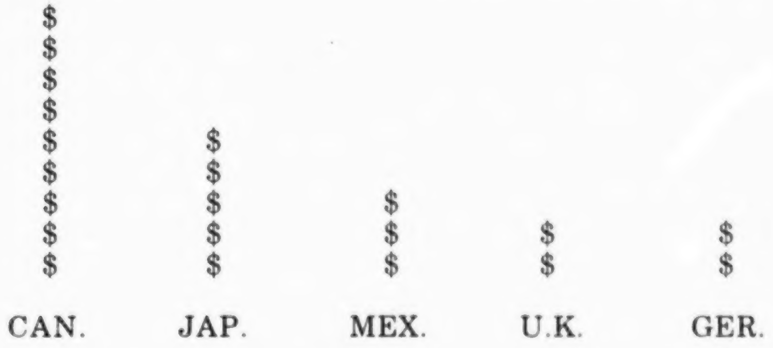
8	Du Pont De Nemours	3,812	10.0
9	Caterpillar	3,710	36.4
10	United Technologies	3,587	16.9

SOURCE: The World Almanac and Book of Facts, 1993

5. Based on the information contained in the chart above, identify the two companies that would be most affected if the countries they traded with stopped importing all American products. Explain why these two companies would be the most affected of the ten listed companies.

Examine the graph below before answering question 6.

U.S. EXPORTS -- TOP FIVE DESTINATIONS IN DOLLARS (1991)



$ = 10 billion dollars (all figures are rounded)
SOURCE: The Universal Almanac, 1993

6. Based on the data shown in the graph above, identify the nation that would be the greatest concern to the United States if an economic depression were to occur in that nation. Explain why the United States would have that concern.

7. Identify a specific service typically provided by the federal government for most American citizens and a type of tax used to support the federal government.

SERVICE____

TAX____

8. Identify a specific service typically provided by state government for its citizens and a type of tax used to support state government

SERVICE____

TAX____

9. Amendment III to the United States Constitution prohibits the national government from stationing soldiers in private homes without the consent of the owners. Identify and explain how one event, issue, idea, or document influenced the development of Amendment III.

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10. The United States Constitution provides the federal government with the power to levy taxes on the American people. Identify and explain how one event, issue, idea, or document influenced how the writers of the Constitution granted the power to levy taxes to the federal government.

11. Mr. Wozniak needs permission to build an attached garage onto his home. Which level and branch of government will help him address this need?

LEVEL

BRANCH

12. Citizens of Dayton are concerned that Wright-Patterson Air Force Base might be closed. Which level and branch of government can best respond to the concerns of these citizens and keep the base open?

LEVEL

BRANCH

13. Voters expect people running for public office to be honest, to address civic issues, and to support the principles of democracy. Explain how the following statement from a candidate's campaign speech does and/or does not meet the expectations of the voters.

"I believe this community should increase taxes for road construction."

14. Elected officials in Ohio take an oath and are expected to support the Constitution and laws of the State of Ohio. This means that they have to obey the laws just like all other citizens. Explain how the following public official is and/or is not conforming to those expectations.

A county sheriff who locks up a person for a month and does not inform that person why he or she has been arrested.

SCORING GUIDE

PERFORMANCE OBJECTIVE 1

Given an historical narrative, the learner will select significant changes which occurred during the time period of the narrative, discuss the importance of those changes, and place the changes on a time line while raising questions about possible cause and effect relationships.

1. 2 pt. -- The student identifies two changes based upon the passage and correctly identifies at least one group of people that was affected by each of the changes. The student clearly explains why each change was important to the people involved.

   1 pt. -- The student identifies at least one change based upon the passage and correctly identifies one group that was affected by the change. The student clearly explains why the change was important to the people involved OR the student identifies two changes based upon the passage and correctly identifies at least one group of people that was affected by each of the changes but does not clearly explain why the change was important to the people involved.

   0 pt. -- The student does not identify at least one change based upon the passage OR the student identifies one change and the people involved but does not offer a clear explanation of why the change was important to the people involved.

   DNA -- Does not attempt.

2. 2 pt. -- The student correctly places both changes referred to in the answer to item one next to the correct year(s) on the time line AND the student also suggests a plausible cause and effect relationship between the two changes OR provides a plausible explanation of how the two changes have no bearing on each other.

   1 pt. -- The student incorrectly places one or both of the changes on the time line AND the student provides a plausible discussion pertaining to the relationship between the changes.

   0 pt. -- The student incorrectly places one or both of the changes on the time line AND does not provide a plausible discussion pertaining to the relationship between the changes.

   DNA -- Does not attempt.

PERFORMANCE OBJECTIVE 2

Given significant developments in history from 1490 to 1815, the learner will explain their contributions to the cultural heritage of the United States.

3. 2 pt. -- The student makes a clear connection between the House of Burgesses as a legislative body and today's state legislative assemblies OR between the law-making power of the colony and the law-making power of the states.
   1 pt. -- The student makes a vague connection between the development of the House of Burgesses and the way states are governed (e.g., both the colony and the states had governments).
   0 pt. -- The student makes no connection between the development of the House of Burgesses and state government.
   DNA -- Does not attempt.

4. 2 pt. -- The student makes two highly probable suggestions as to how the Louisiana Purchase influences how we live in the United States (e.g., much of the cattle, wheat, and corn the nation depends upon are raised in the area of Louisiana and do not have to be imported; the United States has resources to support a larger population).
   1 pt. -- The student makes one highly probable suggestion as to how the Louisiana Purchase influences how we live in the United States.
   0 pt. -- The student does not make any probable suggestion relating to the impact of the Louisiana Purchase.
   DNA -- Does not attempt.

PERFORMANCE OBJECTIVE 3

Given information about cultures on three different continents between 1490 and 1815, the learner will select and compare two of the following:

A. art, literature, and music
B. science and technology
C. philosophical and religious ideas.

No items.

PERFORMANCE OBJECTIVE 4

The learner will select and explain the significance of political, economic, or ideological connections between different parts of the world.

5. 2 pt. -- The student identifies Boeing (based on percentage of sales lost or the dollar amount of sales lost) AND either Caterpillar (based on the percentage of sales lost) or McDonnell Douglas (based on the dollar amount of sales lost) and provides an appropriate explanation of how the determination was made (percentage or dollar amount lost). [NOTE: Boeing must be included in the answer.]

1 pt. -- The student identifies only Boeing, Caterpillar, or McDonnell Douglas OR any one of those three companies in combination with another company and provides an appropriate explanation of how the determination was made for Boeing, Caterpillar, or McDonnell Douglas OR the student identifies Boeing AND either Caterpillar or McDonnell Douglas, but does not provide an appropriate explanation of how the determination was made. [NOTE: Boeing must be included in the last option for 1 pt. to be given.]

0 pt. -- The student identifies only one company and provides no explanation or an inadequate explanation OR the student identifies Caterpillar and McDonnell Douglas but provides no explanation or an inadequate explanation OR the student identifies either Boeing, Caterpillar, or McDonnell Douglas in combination with another company and provides no explanation or an inadequate explanation.

DNA -- Does not attempt.

6. 2 pt. -- The student identifies Canada and draws a clear connection between a depression in Canada and concern in the United States (e.g., Canada is the largest trading partner of the United States, more money from trade would stand to be lost due to a depression in Canada, etc.).

1 pt. -- The student identifies Canada and makes a vague connection between a depression in Canada and concern in the United States (e.g., the United States would show concern because Canada is a neighbor, etc.).

0 pt. -- The student identifies Canada but offers no explanation OR the student identifies a country other than Canada with or without an explanation.

DNA -- Does not attempt.

PERFORMANCE OBJECTIVE 5

Given a level of government, the learner will identify a service typically provided by that level and a tax typically used to support government at that level.

7. 2 pt. -- The student correctly identifies BOTH a service typically provided by the federal government (e.g., national defense, social security program, etc.) AND a type of tax used to support the federal government (e.g., income, excise, etc.).
   1 pt. -- The student correctly identifies EITHER a service typically provided by the federal government OR a type of tax used to support the federal government.
   0 pt. -- The student correctly identifies NEITHER a service NOR a tax related to the federal government.
   DNA -- Does not attempt.

8. 2 pt. -- The student correctly identifies BOTH a service typically provided by a state government (e.g., road construction, environmental protection programs, etc.) AND a type of tax used to support a state government (e.g., income, sales, etc.).
   1 pt. -- The student correctly identifies EITHER a service typically provided by a state government OR a type of tax used to support a state government.
   0 pt. -- The student correctly identifies NEITHER a service NOR a tax related to a state government.
   DNA -- Does not attempt.

PERFORMANCE OBJECTIVE 6

Given the United States Constitution, the learner will select a portion of the document and explain the events, issues, ideas, and/or documents that influenced the development of the selected portion.

9. 2 pt. -- The student offers a complete explanation of an event, issue, idea, or document that influenced the development of Amendment III (e.g., quartering of British soldiers in the homes of colonists, Quartering Act of 1774 [Intolerable Acts or Coercive Acts], etc.).
   1 pt. -- The student offers a partial explanation of an event, issue, idea, or document that influenced the development of Amendment III.
   0 pt. -- The student offers an explanation that does not relate to the development of Amendment III.
   DNA -- Does not attempt.

10. 2 pt. -- The student offers a complete explanation of an event, issue, idea, or document that influenced how the power to levy taxes was granted to the federal government (e.g., past problems with British colonial taxes such as the Stamp Act, experiences under the Articles of Confederation, etc.).
    1 pt. -- The student offers a partial explanation of an event, issue, idea, or document that influenced how the power to levy taxes was granted to the federal government.
    0 pt. -- The student offers an explanation that does not relate to the power to levy taxes.
    DNA -- Does not attempt.

PERFORMANCE OBJECTIVE 7

Given a citizen concern, the learner will identify the level and branch of government responsible for addressing the concern.

11. 2 pt. -- The student correctly identifies BOTH the level of government involved (i.e., local) AND the branch of government involved (i.e., executive).
    1 pt. -- The student correctly identifies EITHER the level of government involved OR the branch of government involved.
    0 pt. -- The student correctly identifies NEITHER the level of government involved NOR the branch of government involved.
    DNA -- Does not attempt.

12. 2 pt. -- The student correctly identifies BOTH the level of government involved (i.e., federal) AND the branch of government involved (i.e., executive).
    1 pt. -- The student correctly identifies EITHER the level of government involved OR the branch of government involved.
    0 pt. -- The student correctly identifies NEITHER the level of government involved NOR the branch of government involved.
    DNA -- Does not attempt.

PERFORMANCE OBJECTIVE 8

Given a set of criteria, the learner will evaluate the actions of public officials.

13. 2 pt. -- The student offers a complete explanation of how the statement reflects or runs counter to at least two of the criteria (honesty, civic focus, democratic principles).
1 pt. -- The student offers a complete explanation of how the statement reflects or runs counter to at least one of the criteria.
0 pt. -- The student offers an partial explanation of how the statement reflects or runs counter to at least one of the criteria OR the student offers an explanation that is not based on any of the criteria.
DNA -- Does not attempt.

14. 2 pt. -- The student offers a complete explanation of how the official's action reflects or runs counter to at least two of the criteria (take oath, support, and obey Constitution and laws).
1 pt. -- The student offers a complete explanation of how the official's action reflects or runs counter to at least one of the criteria.
0 pt. -- The student offers an partial explanation of how the official's action reflects or runs counter to at least one of the criteria OR the student offers an explanation that is not based on any of the criteria.
DNA -- Does not attempt.

Competency–Based Education Assessment Series

Sociology
Geography
History
Economics
Government
People in Societies
Heritage
Interactions
LEARNERS
Democratic Processes
Decision Making and Resources
Citizenship Rights and Responsibilities

Eighth Grade Social Studies

Type 3 Assessment • Performance

Ohio Department of Education
1997

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About This Instrument

This model competency-based assessment in social studies is intended to assess the essential knowledge and skills students need to be successful at the next level of instruction. The assessments are based on the performance objectives found in *Social Studies: Ohio's Model Competency-Based Program.*

This performance instrument contains items not typically found in traditional tests. There is a mixture of item types to best assess the performance objectives. This type of assessment lends itself to a better integration between instruction and assessment than do more traditional types of assessment and it attempts to provide performance opportunities for students that relate to real-world situations.

This instrument is addressed to teachers and provides direction in designing the assessments. There may be parts of the instrument that can be photocopied for use with students. This instrument contains assessments that are best given over a period of time. The assessments need to be administered in a standardized manner, that is, each student should be assessed during the same time frame and under the same circumstances. The assessments should be scored in the same manner.

In open-ended items, the intent is not to assess students' abilities in grammar, spelling, sentence structure, and other elements of language usage, but to assess their knowledge and skill development in social studies. Conventions of writing should not affect the scoring of these items unless there is interference with the clear communication of ideas.

It is important to note that there may be specific content referred to in particular items that is not part of a school district's social studies program. These items may be modified to more appropriately reflect the content of a particular program.

Scoring information for each assessment item is provided as part of this instrument. Analysis of the item results for an individual student will assist in the determination of that student's attainment of each performance objective. Analysis of the item results for a grade level of students will assist in the determination of a program's effectiveness in helping students attain the objectives. Determination of an attainment standard for the overall assessment will be necessary for reporting data to the State Board of Education on the number and percentage of students shown by the assessment instrument not to have made satisfactory progress toward achieving the objectives during the preceding school year.

PERFORMANCE OBJECTIVE 1

Given an historical narrative, the learner will select significant changes which occurred during the time period of the narrative, discuss the importance of those changes, and place the changes on a time line while raising questions about possible cause and effect relationships.

Teacher Information

Identify an historical time period and a list of books pertaining to that period. For instance, the following books relate to the time period surrounding the American Revolution (1770 - 1790):

My Brother Sam Is Dead, James Lincoln Collier
The Winter Hero, James Lincoln Collier
Johnny Tremain, Esther Forbes
Sarah Bishop, Scott O'Dell
Finishing Becca: A Story About Peggy Shippen and Benedict Arnold, Ann Rinaldi

Allow students to select which book they wish to read or assign one book for the entire class. Organize the students into groups of three to four by book title. Assign students to read the book at home prior to beginning to work in the groups.

Provide students with the "Historical Detection" direction sheet on the next page. Review the expectations of the activity with the students.

After allotting time for the group work, have the groups present their panel discussions to the class. Use the rating scale beginning on page 5 to record the results of the panel discussions. The students could also be asked to appraise the work and participation of individual group members during the preparation for the panel discussion.

Scoring

Students should reach at least the mid-point (moving down the list) on each of the five components of the rating scale.

HISTORICAL DETECTION NAME____________________

Directions: Each group is to prepare a panel discussion to present before the class based upon the book the group members read. Discuss the book you read in your group. Pick out five major developments that took place in the book. List the developments below. These developments will be the basis for the group's presentation.

Include in the panel discussion why each of the five major developments was important in the historical setting (place and time) of the book. Indicate if these developments were actual historical events or fictionalized events. Prepare a large time line that contains each of the five developments and any other relevant events. Use the time line during the discussion to raise questions about developments that possibly caused other events or to inquire about developments that possibly resulted from other events.

The panel discussions should last between 10 and 15 minutes. The purpose of the panel discussions is to further our understanding of this time period and to appreciate the cause and effect relationships that exist among different events.

Eighth Grade Model Competency Assessment
Type 3 • Performance

RATING SCALE

PERFORMANCE OBJECTIVE 1

Directions: Make your rating on each of the following characteristics by placing a check at one of the designated points on the scale. In the space for comments, include anything that helps clarify your rating.

PANEL MEMBERS____

____

DATE OF OBSERVATION____

A. To what extent did all panel members participate in the discussion?

____ One member dominated the discussion
____
____ Uneven participation by panel members
____
____ Panel members participated equally

Comments:

B. To what extent did the panel indicate the importance of each development?

____ No development was adequately explained
____
____ The importance of most developments was adequately explained
____
____ The importance of each development was adequately explained

Comments:

C. To what extent was the time line used during the discussion?

____ Not at all

____ Somewhat

____ Extensively

Comments:

D. To what extent were questions raised about pertinent cause and effect relationships?

____ No questions were raised about pertinent relationships

____ Some questions were raised about pertinent relationships

____ Several questions were raised about pertinent relationships

Comments:

E. To what extent was the panel discussion accurate as to the information discussed and focused on understanding the time period?

____ Many inaccuracies and lack of focus

____ Some inaccuracies or lack of focus

____ Very accurate and focused

Comments:

PERFORMANCE OBJECTIVES 2 & 3

Given significant developments in history from 1490 to 1815, the learner will explain their contributions to the cultural heritage of the United States.

Given information about cultures on three different continents between 1490 and 1815, the learner will select and compare two of the following:

A. art, literature, and music
B. science and technology
C. philosophical and religious ideas.

Teacher Information

Have students prepare a paper, project, performance, or media presentation which explores cultural developments in countries on three different continents and which compares the impact the developments had on the cultural heritage of the United States. The papers, project, performance, or media presentations should be prepared according to the rules and guidelines of the *National History Day Contest* (except for procedural rules specific to that contest).

The student work should compare developments occurring between 1490 and 1815 in two of the following areas:

A. art, literature, and music,
B. science and technology, and
C. philosophical and religious ideas.

The student work should be prepared for display or presentation as part of a school function for parents and invited guests or in conjunction with another school function. The student work could be prepared for a school-wide celebration of cultural heritage.

Scoring

Student work should be judged using *National History Day* judging criteria (except for procedural rules specific to that contest).

PERFORMANCE OBJECTIVE 4

The learner will select and explain the significance of political, economic, or ideological connections between different parts of the world.

Teacher Information

Allow students to select a set of events occurring between 1490 and 1815 involving political, economic, or ideological connections between different parts of the world that they feel has some relevance for a present-day situation. Allow them to research both sets of events.

Ask them to consider the significance of the political, economic, or ideological connections in the past events and to suggest what lessons from the past could be applied to the current set of events.

Some possible topics with present-day implications in brackets:

- the interrelationship of the ideas of Copernicus (Poland), Kepler (Germany), Galileo (Italy), and Newton (England) and the understanding of the solar system [international scientific inquiry]
- increasing African slave trade in the 1600's and the increasing use in African art of metals and yarns acquired through trade with European countries [cultural consequences of trade]
- Prussian militarism and expansion in the War of the Austrian Succession (1740-1748) and the spread of the war as nations joined both sides [balance of power politics]
- British government efforts to protect the British East India Company and the impact of those efforts on trade with the colonies (Tea Act -- 1773) [protectionism]

Have students write a short essay which addresses the above task.

Scoring

Assess student essays according to the following rubric:

3 pt. -- Student essays refer two sets of related events, contain sufficient explanation of the significance of the past events, and make a warranted suggestion as to a lesson applicable to present-day events.
2 pt. -- Student essays contain all the required information but with minor flaws in explanation or interpretation (e.g., the relationship between past and present events may not be clear, the explanation of significance may not be complete, etc.) OR the essays refer two sets of related events and contain sufficient explanation of the significance of the past events, but do not suggest a lesson applicable to present-day events.
1 pt. -- Student essays contain all the required information but with major flaws in explanation or interpretation OR the essays refer two sets of events and offer an explanation but with minor flaws in explanation or interpretation and do not suggest a lesson applicable to present-day events.
0 pt. -- Student essays do not contain all of the required information and have major flaws in explanation or interpretation.
DNA -- Does not attempt.

PERFORMANCE OBJECTIVE 5

Given a level of government, the learner will identify a service typically provided by that level and a tax typically used to support government at that level.

Teacher Information

Distribute copies of the "Government Scavenger Hunt" sheet on page 12. Review the directions with the students. Suggest that they find the evidence they need before they label the service provided and the tax used by the level of government. Assign different levels of government to each student for investigation.

Types of "evidence" students might find of services of the federal government would include:

-- photographs of ICC numbers on trucks
-- copies of FDIC information from bank displays
-- sample of coinage

Types of "evidence" students might find of taxes used to support the federal government would include:

-- copy of federal excise tax information from phone bills
-- copy of federal income tax form

Types of "evidence" students might find of services of the state government would include:

-- photographs of ODOT trucks plowing snow
-- copy of a driver license
-- sample information guide from a state agency

Types of "evidence" students might find of taxes used to support state government would include:

-- photograph of gas pump sign showing state fuel taxes included in price
-- copy of a sales receipt showing sales tax

Types of "evidence" students might find of services of local government would include:

-- photographs of road signs labeling township or county roads
-- copy of a mayoral proclamation
-- sample of moving violation citation

Types of "evidence" students might find of taxes used to support local government would include:

-- copy of property tax bill
-- copy of pay stub showing local income tax withholding

News stories about governmental services and taxes would also serve as "evidence" for government at any level.

Scoring

Assess the student's response according to the following rubric:

2 pt. -- Student response contains correct identifications of a service and tax related to the level of government assigned and has appropriate evidence of each.
1 pt. -- Student response contains a correct identification and appropriate evidence for either the identified service or tax related to the level of government assigned OR student response has two correct identifications and one appropriate piece of evidence OR student response has one correct identification and two appropriate pieces of evidence.
0 pt. -- Student response contains only one correct identification or piece of evidence.
DNA -- Does not attempt.

GOVERNMENT SCAVENGER HUNT NAME____________________

Directions: For this project you will be assigned a level of government (federal, state, or local) to investigate. You are to find evidence (news story, photograph, copy of a document, sample, etc.) of some service provided by that level of government and a tax used to support that level of government. Write the level of government, the service provided, and the tax used to support that level of government on the lines below. Attach the evidence you found of that service and tax in the space below where the service and tax are identified.

LEVEL OF GOVERNMENT:____

SERVICE PROVIDED:____

EVIDENCE:

TAX USED TO SUPPORT:____

EVIDENCE:

PERFORMANCE OBJECTIVE 6

Given the United States Constitution, the learner will select a portion of the document and explain the events, issues, ideas, and/or documents that influenced the development of the selected portion.

Teacher Information

Tell students that they are going to give a voice to the events, issues, ideas and documents that influenced the writing of the original United States Constitution and the Bill of Rights. The students will need to find source material (primary if possible) that helps to explain the background of the Constitution. Some of the possible sources include:

- the Magna Charta (1215)
    - -- limited government
- Fundamental Orders of Connecticut (1639)
    - -- written constitution with popular elections of officials
- English Bill of Rights (1689)
    - -- representative government
    - -- rights of citizens
- *Two Treatises on Government*, John Locke (1689)
    - -- government by consent to protect rights
- Albany Plan of Union (1754)
    - -- proposed union of colonies with congress of delegates
- [Stamp Act Congress] Declaration of Rights and Grievances (1765)
    - -- popular rights
    - -- limited government
    - -- taxation by consent of the governed
- Declaration of Independence (1776)
    - -- governments instituted to protect rights
    - -- governments derive powers from consent of the governed
- original state constitutions (1770's)
    - -- early formulations of ideas in the Constitution
- Northwest Ordinance (1787)
    - -- popular rights
    - -- republican government
- some of the Federalist and Anti-Federalist documents (1780's)
    - -- arguments over rationale for and design of federal government
    - -- arguments over protection of rights

The students are to read the source material (or selected portions) and prepare a speech in which they present the information and viewpoints of the writer or observer in their own words and link the source to the writing of the Constitution. Invite representatives of veterans' groups to be the audience for the speeches.

Scoring

Assess a student speech according to the following rubric:

2 pt. -- Student speech accurately portrays the information contained in the referent source and makes an appropriate link to the writing of the Constitution.
1 pt. -- Student speech portrays information from the referent source and links it to the writing of the Constitution but contains some errors or flaws in reasoning.
0 pt. -- Student speech contains major errors in the presentation of information from the referent source and in making reasonable links to the writing of the Constitution.
DNA -- Does not attempt.

PERFORMANCE OBJECTIVE 7

Given a citizen concern, the learner will identify the level and branch of government responsible for addressing the concern.

Teacher Information

Organize groups of students to serve as "information clearinghouses" to provide assistance to citizens. Take examples of citizen concerns as reported in news media or have people come to the class to present concerns that they have. For each concern presented, ask the groups to identify the level and branch of government best suited to address the concern involved.

Have students complete the "Civic Assistance" sheet on the next page either as a summary/reaction to the concerns presented to the groups or as an independent response to a set of new concerns presented for consideration.

Scoring

The scoring of this task will depend on the number and types of "citizen concerns" provided to the students. The rubric below is based on the use of the "Civic Assistance" sheet on page 16.

2 pt. -- Student responses are complete and accurate for all examples provided.
1 pt. -- Student responses are complete and accurate for at least three of the examples provided.
0 pt. -- Student response are complete and accurate for two or fewer of the examples provided.
DNA -- Does not attempt.

CIVIC ASSISTANCE NAME____________________

Directions: You will be presented with a series of "citizen concerns". For each citizen concern you are to summarize the nature of the concern and indicate the level and branch of government best suited to addressing the concern.

A.
CONCERN____

____

LEVEL OF GOVERNMENT____

BRANCH OF GOVERNMENT____

B.
CONCERN____

____

LEVEL OF GOVERNMENT____

BRANCH OF GOVERNMENT____

C.
CONCERN____

____

LEVEL OF GOVERNMENT____

BRANCH OF GOVERNMENT____

D.
CONCERN____

____

LEVEL OF GOVERNMENT____

BRANCH OF GOVERNMENT____

PERFORMANCE OBJECTIVE 8

Given a set of criteria, the learner will evaluate the actions of public officials.

Teacher Information

Have the students create a set of criteria for a "good public servant" that they feel would guide them in casting a vote. Have them follow the actions of an elected public official who is repeatedly in the news. Ask them to make notes or keep news clippings about this official.

After an adequate number of references to the official have appeared in the media, ask students to compile their notes and other references. Ask them to use their criteria to evaluate the actions of this official and prepare a one-page "voters guide" describing the actions of this official and how he/she measured up on the selected criteria.

Scoring

Assess student work according to the following rubric:

2 pt. -- Student work includes an accurate summary of the public official's actions and appropriately applies the developed criteria to evaluate the actions.
1 pt. -- Student work includes an accurate summary of the public official's actions but inappropriately applies the developed criteria to evaluate the actions.
0 pt. -- Student work includes some inaccuracies in the summary of the public official's actions and inappropriately applies the developed criteria to evaluate the reported actions.
DNA -- Does not attempt.

Note

This assessment will function best with officials who are generally in the news because of the nature of their work (i.e., mayors, governors, the President). It will also function around the time of a political campaign with extensive coverage and background information being provided by the media. Public officials who are in the news due to some sudden notoriety not directly related to their work (such as the Senator Robert Packwood scandal) should probably be avoided as news coverage will tend to focus on the notoriety and not provide a well-rounded view of the official for students to evaluate.